THE EFFECT OF SCRABBLE GAME TO STUDENTS' VOCABULARY MASTERY AT GRADE VIII MTs N 3 PADANG LAWAS UTARA

A THESIS

Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the requirement for the Graduate Degree of Islamic Education (S.Pd) in English Department

Written By:

RAHMADANI SIREGAR
Reg. No. 18 203 00104

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

THE EFFECT OF SCRABBLE GAME

TO STUDENTS' VOCABULARY MASTERY

AT GRADE VIII MTs N 3 PADANG LAWAS UTARA

A THESIS

Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as a Partial Fulfillment of the requirement for the
Graduate Degree of Islamic Education (S.Pd) in English Department

Written By:

RAHMADANI SIREGAR
Reg. No. 18 203 00104

Advisor I

Rayendriani Fahmei Lubis. M.Ag
Nip. 19710510 200003 2 001

Advisor II

Zainuddin, S. S., M. Hum
Nip. 19760610 200801 1 016

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

LETTER AGREEMENT

Term : Munaqosyah

Item : 7 (seven) exemplars

Padangsidimpuan,   Januari 2023

a.n. Rahmadani Siregar

To;Dean

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Rahmadani Siregar** , entitled **"The Effect of Scrabble Game to Students Vocabulary Mastery at Grade VIII MTs N 3 Padang Lawas Utara.** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.
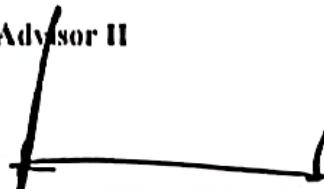
Wassalamu 'alaikumwarohmatullah wabarakatuh

Advisor I

Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Advisor II

Zainuddin, S. S., M. Hum
NIP. 19760610 200801 1 016

DECLARATION LETTER OF WRITING OWN THESIS
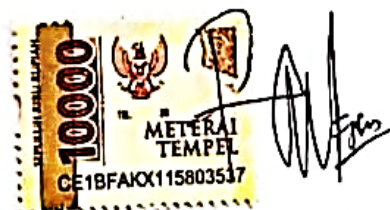
The name who signed here:

Name   : Rahmadani Siregar

Reg. Number   : 18 203 00104

Faculty/Department   : Tarbiyah and Teacher Training Faculty/ TBI-2

The title of the Thesis   :**The Effect of scrabble game to students' vocabulary mastery at grade VIII MTs N 3 Padang lawas utara**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 25 December 2022
Declaration Maker

RAHMADANI SIREGAR
Reg. Number 18 203 00104

AGREEMENT PUBLICATION OF FINAL TASK

FOR ACADEMY CIVITY

As Academic Cavity of the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name	: Rahmadani Siregar
Registration Number	: 18 203 00104
Faculty/Department	: Tarbiyah and Teacher Training Faculty/TBI-2
Kind	: Thesis

To develop of science and knowledge, I hereby declare that I present to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Non Exclusive Royalty Righton my thesis with entitled: **"The Effect of Scrabble Game To Students' Vocabulary Mastery At Grade VIII Mts N 3 Padang Lawas Utara"** With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.
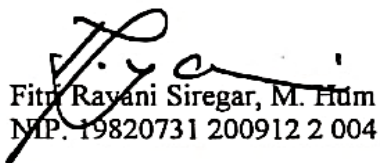
Padangsidimpuan, 26 December 2022

Signed

Rahmadani Siregar
Reg. Num. 18 203 00104
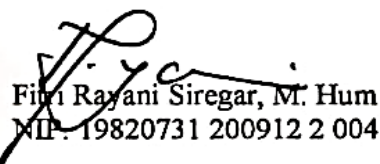
EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name   :   Rahmadani Siregar

Registration Number   :   18 203 00104

Faculty/Department   :   Tarbiyah and Teacher Training Faculty/ TBI-2

The Tittle of Thesis   :   **The Effect of Scrabble Game to Students Vocabulary Mastery at Grade VIII MTs N 3 Padang Lawas Utara**

Chief,   Secretary,
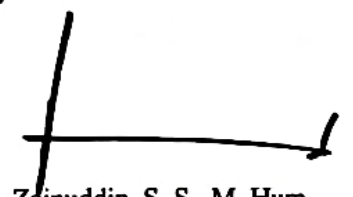
Fitri Rayani Siregar, M. Hum   Rayendriani Fahmei Lubis, M. Ag
NIP. 19820731 200912 2 004   NIP. 19710510 200003 2 001

<center>Members,</center>

Fitri Rayani Siregar, M. Hum   Rayendriani Fahmei Lubis, M. Ag
NIP. 19820731 200912 2 004   NIP. 19710510 200003 2 001

<center>Members,</center>

Zainuddin, S. S., M. Hum   Sri Rahmadhani Siregar, M.Pd
NIP. 19760610 200801 1 016   NIDN. 2006058602

Proposed:
Place   : FTIK Hall UIN Padangsidimpuan
Date   : January, 12th 2023
Time   : 13. 30 WIB until finish
Result/Mark   : 77 (B)
IPK   : 3,43
Predicate   : Sangat Memuaskan

LEGALIZATION

Thesis	: The Effect of Scrabble Game To Students' Vocabulary Mastery At Grade VIII MTs N 3 Padang Lawas Utara
Name	: Rahmadani Siregar
Reg. Num	: 18 203 00104
Faculty/ Department	: Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for degre of graduate of Education (S.Pd) in English.

Padangsidimpuan,   November 2022.
Dean of Tarbiyah and Teacher Faculty

Dr. Eliya Wilda, M.Si.
NIP. 19720920.200003 2 002

Name   : **Rahmadani Siregar**
Reg. No   : **18 203 00104**
Faculty   : **Tarbiyah and Teacher Training Faculty**
Department   : **English Education (TBI 2)**
Title of Thesis : **The Effect of Scrabble Game To Students, Vocabulary Mastery At Grade VIII Mts N 3 Padang Lawas Utara**

ABSTRACT

This study intended to investigate the effect of Scrabble Game to Students' Vocabulary Mastery At Grade VIII MTs N 3 Padang Lawas Utara. The problems faced by students in vocabulary were (1) The students have lack of vocabulary.(2) The students felt uninterest to learn English learning (3) The teacher only use conventional method.

This study had three formulations of the problem, they were how the students' vocabulary mastery before learning using scrabble game is, how the students' vocabulary mastery after learning using scrabble game is, and whether there was any significant effect of Scrabble Game on students' vocabulary mastery at grade VIII MTs N 3 Padang Lawas Utara is. The purposes of this study were to describe the students' vocabulary mastery before learning using scrabble game, to describe the students' vocabulary mastery after learning using scrabble game and to examine whether there was significant effect of scrabble game on students' vocabulary mastery at grade VIII of MTs N 3 Padang Lawas Utara.

This study used experimental quantitative method with pre-test and post-test control group design. The population was all of the students at the grade of MTs N 3 Padang Lawas Utara. The samples were VIII-A grade as experimental class consisted of 24 students and VIII-B grade as control class consisted of 24 students. The data were collected from Vocabulary test and analyzed by using T-test formula.

The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using Scrabble Game. The mean score of experimental class in pre-test was 51.95 and control class was 51.83. Moreover, the mean score of experimental class in post-test was 76.5 and the mean score of control class in post-test was 70.5. In addition, after doing T-test, this study found that $t_{count} > t_{table}$ (3.42 > 1.68). Therefore, alternative hypothesis (Ha) of this study was accepted, null hypothesis (H0) was rejected. It can be concluded that there was the effect of scrabble game to students' vocabulary mastery at grade VIII MTs N 3 Padang Lawas Utara.

Key words:Scrabble Game, Vocabulary Mastery

Nama   : **Rahmadani Siregar**
Reg. Nomor : **18 203 00104**
Fakultas   : **Fakultas Tarbiyah dan Keguruan**
Jurusan   : **Pendidikan Bahasa Inggris (TBI-2)**
Judul Skripsi : **Pengaruh Permainan Scrabble Terhadap Penguasaan Kosa Kata Siswa Kelas VIII MTs N 3 Padang Lawas Utara.**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui penaruh permainan scrabble terhadap Penguasaan Kosakata Siswa Kelas VIII MTs N 3 Padang Lawas Utara. Masalah yang dihadapi siswa dalam kosa kata adalah (1) Siswa kekurangan kosa kata, (2) Siswa merasa tidak tertarik untuk belajar bahasa inggris, (3) Guru hanya menggunakan metode konvensional.

Penelitian ini memiliki tiga rumusan masalah yaitu bagaimana penguasaan kosakata siswa sebelum pembelajaran menggunakan permainan scrabble, bagaimana penguasaan kosakata siswa setelah pembelajaran menggunakan permainan scrabble, dan apakah ada pengaruh signifikan dari permainan scrabble terhadap penguasaan kosakata siswa di kelas VIII MTs N 3 Padang Lawas Utara. Tujuan dari penelitian ini adalah untuk mendeskripsikan penguasaan kosakata siswa sebelum pembelajran menggunakan permainan scrabble, untuk mendeskripsikan penguasaan kosakata siswa setelah pembelajaran menggunakan permainan scrabble dan untuk menguji apakah ada pengaruh yang signifikan dari permaianan scrabble terhadap penguasaan kosakata siswa di kelas VIII MTs N 3 Padang Lawas Utara.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan rancangan pre- test and post- test. Popilasinya adalah seluruh siswa kelas VIII MTs N 3 Padang Lawas Utara. Sampel penelitian adalah kelas VIII-A sebagai kelas eksperimen yang terdiri dari 24 siswa dan kelas VIII-B sebagai kelas kontrol yang terdiri dari 24 siswa. Data dikumpulkan melalui pre- test and post- test dalam Vocabulary test dan di analisis menggunakan rumus T- test.

Hasil penelitian ini menunjukkan bahwa nilai rata- rata kelas eksperimen lebih tinggi dari nilai rata- rata kelas kontrol setelah pembelajaran menggunakan permainan scrabble. Nilai rata- rata kelas eksperimen pada pre- test adalah 51.95 dan nilai rata-rata kelas kontrol 51.83. selain itu, nilai rata- rata kelas eksperimen pada post- test adalah 76.5 dan nilai rata- rata kelas kontrol pada post- test 70.5. selain itu, setelah dilakukan uji-t, penelitian ini menemukan bahwa $t_{hitung} > t_{table}$ (3.42 > 1.68)/ oleh karena itu, hipotesis alternative (Ha) penelitian ini diterima, hipotesis (Ho) ditolak. Dapat disimpulkan bahwa terdapat pengaruh permainan scrabble terhadap penguasaan kosa kata siswa kelas VIII MTs N 3 Padang Lawas Utara.

Kata Kunci: Permainan Scrabble, Penguasaan Kosakata

ACKNOWLEDGEMENT

Praise to Allah the almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Saluatation to our beloved prophet Muhammad SAW who has guided us to have good life. In writing this thesis, the researcher has found various difficulties. Fortunately, many people help me to finish this thesis. May be without their helped and supported this thesis would not be as it is now. My biggest gratitude goes to those who have helped the writer in finishing this thesis, they are:

1. Ms. Rayendriani Fahmei Lubis. M. Ag, as the first advisor who has guided the researcher completing this research.

2. Mr. Zainuddin, S. S., M.Hum, as may second advisor who has conducted the researcher finishing this thesis.

3. Mr. Dr. H. Ahmad Darwis Dasopang, M. Ag., as a rector of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

4. Dr. Lelya Hilda, M. Si., as a Dean of Tarbiyah and Teacher Training Faculty.

5. Ms. Fitri Rayani Siregar, M.Hum., as a Chief of English Education Departement.

6. Ms. Sokhira Linda Vinde Rambe, M. Pd., as a Secretary of English Education Departement.

7. All lectures and staff in English Education Departement who have given their valuablr advice and cooperation.

8. Special thanks to my beloved Parents (Ali Muh Emri Siregar and Nur Aini Harahap), Sister (Parida Mah Rani Siregar), Young brother (Raja Doli Siregar and Baginda Namora Siregar).

9. My best friends Nur Kholila Nasution, Melisa Khairani Siregar, Saripa Hannum, Puji Lestari, Minni Mutiah Hasibuan, Fitri Lubis, Evi Marlina Siregar, Rini Wahyuni Pulungan. And all of family TBI-1, TBI-2, and TBI-3. Especially best support me in TBI- 2.

10. Last but not least, I wanna thank me, for believing in me, for doing all the hard work, for having no days off, for never quiting, for just being me at all times.

I realize this thesis can't be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidimpuan,   December 2022
Declaration maker,

Rahmadani Siregar
Reg. No. 18 203 00104

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of Problem

English is one of the international languages used by many people to communicate in the world. These days, English is becoming more and more important in life, including education, business, social, and economics. English is also considered the language of science and technology. People can find many books written in English, that is people who always want to keep up with the growth of this age of globalization need to speak English. Besides that, researchers find out a lot of information or broadcast that use English. in this age we use technology more in everyday life, such as computers, laptop and instruction used in the technology are English. Therefore, students must have a lot of vocabulary in order to understand how to use technology. Since English plays an important role as an international language, it is formed a special theme in the Indonesian curiculum. English is one of the compulsory subjects taught in Indonesia at all school levels begin from elementary school to university. Learning English consist of four related language skills. That means listening, speaking, reading, and writing. Therefore, to master all four language skills, students must master a lot of vocabulary.

In learning English, many aspects should be developed and mastered by the leaners. One of them is vocabulary. Vocabulary is one of the important thing when we want to communicate with others.

Vocabulary is a list of word with their meaning, especially in a book for learning a foreign language. Actually we need vocabulary in listening, speaking, reading and writing. If we want to be a good speaker, we must have many vocabularies to support us to deliver own idea and also we cannot effectively communicate or express our idea if we don't have enough vocabulary.

Vocabulary is important in learning foreign language. It is one element that links the four skills of speaking, listening, reading, and writing all together. In order to communicate well in a foreign language, student should acquire a sufficient number of words and know how to use them accurately[1].In short, students will find it difficult if they don't have a lot of vocabulary. Such as like reading how can a student understand what they read if they don't have a lot of vocabulary, in listening student can't understand the meaning of what they hear and in speaking and by writing, how a student pronounces or present an idea if you don't have many vocabulleries. It was also found at the grade VIII students of MTsN 3 Padang Lawas Utara that have less vocabulary. They did not know the meaning of what they have read and listened. They were lazy and uninterest to learn English, because they have less motivation, unconditional environment, and method.

So, vocabulary should be teach to student maximally since elementary school. It is caused by mastering English vocabulary is more

---

[1]AndiSaputraTanjung,"*Reinforcing Students vocabulary Through Scrabbel Game"*, Thesis (Jakarta:UniversityIslamNegeri,2011),p.12

difficult than mastering Indonesia vocabulary or Arabic vocabulary. In English ,what is written is not same to what is utterance. So enrich students'vocabulary, the teachers should choose the method for teaching vocabulary to their students'.

From the preliminary some of problems in learning English of the students in MTs N 3 Padang Lawas Utara, " Ms. Siregar "said that the English teacher in their school still use the usual strategy to teach English.[2] The usual strategy like read the text and do the exercise. Then, the second students "Mr. Harahap "said the same answer that the English teacher tell them to read the text and do the exercises.[3] The teacher asks the students to open the book, and read the material one by one. After finishing the teacher asked the student to do the exercise in the book without giving an explanation first. It is one of the ways of teaching English teacher that never changes and also the strategies used by teachers in teaching English.

From the problems above the teacher must make a variation in teaching English so that the students are interested in learning English and make them want to have a lot of vocabulary so that they can understand what they hear, read, and write. Actually, there are some methods that can be use in teaching to increase students' interest to mastery vocabulary, one of them is scrabble game.

---

[2] Private Interview with "Lina Siregar " one of the students OF MTs N 3 Padang Lawas Utara (on November, 19th 2021)

[3] Private Interview with "Muda Harahap" one of students OF MTs N 3 Padang Lawas Utara (on November, 20th 2021).

Scrabble is a kind of game used to teach vocabulary and also scrabble can make the student enjoyable to in learning English. According to Warner and Brown, said that scrabble is proprietary board game, which involves the building of words for point score, for two or more players (or teams). Students had to arrange the letters that they got and the challenge here is every word have a meaning[4]. It forced the students to learn easily the vocabulary, store in it memory and recall. It also make the students remember vocabulary faster and better. Moreover, scrabble game effectively improved students' vocabulary mastery.[5] From some of definition above the researcher conclude that scrabble game can improve students vocabulary and also make student faster and better remember vocabulary.

Media in teaching plays an important role to improve the vocabulary mastery because it is fun and the students' like to play them as we know that the teacher should know how to teach vocabulary well, not only make the students understand but also to make them enjoy the study, because study in enjoyable situation will give the positive effect for the student'. So that the lesson is more interesting and easy to understand.

Based on the several methods and explanation above, the researcher plans to conduct a reseach about. The Effect of Scrabble Game

---

[4] H. Warner and Pascal Brown, '*Scrabble Unscrabbled: Adult ESL Students' Perceptions of Scrabble as a Classroom Learning Tool*', Prospect: An Australian Journal of TESOL, 20.2 (2005), 46–59.

[5] Agie Masela, 'The Importance of Scrabble Game : An Experimental Analysis of the Eighth Graders ' Vocabulary Mastery at SMP Eka Wijaya Cibinong', journal english teaching. vol 3. no. 3. oktober 2017.

to Students' Vocabulary Mastery At The Grade VIII MTsN 3 Padang Lawas Utara. The writer want to know the scrabble game give the positive effect more than the other methods to the students vocabulary mastery. The researcher want make the lesson more interesting and make the student like English lesson and scrabble game can be motivate the student to interest learn English and mastery their vocabularies.

B. Identifications of Problem

According to the researcher, it can be assumed that the VIII MTsN 3 Padang Lawas Utara have less vocabulary, they didn't know what the meaning of what they have read and write. They were lazy and uninterest to learn English, they have less motivation, unconditional environment, and method, etc

C. Limitation of Problem

The are several kinds of vocabulary, such as noun, pronoun, verb, adjective, conjunction, preposition, and so on. But this study only focused on noun mastery. The method use in this study is Scrabble Game.

D. Formulation of Problem

In this research, the reseacher applies the formulation of the problem as follows:

1. How is students' vocabulary mastery before learning by using scrabble game at grade VIII MTs N 3 Padang Lawas Utara?

2. How is the students' vocabulary mastery after learning by using scrabble game at grade VIII MTs N 3 Padang Lawas Utara?

3. Is there significant effect of using scrabble game to students' vocabulary mastery at grade VIII MTs N 3 Padang Lawas Utara ?

E. Purposes of Research

The purpose of the research are:

1. To find out the students' vocabulary mastery before learning by using scrabble game at grade VIII MTs N 3 Padang Lawas Utara.

2. To find out the students' vocabulary mastery after learning by using scrabble game at grade VIII MTs N 3 Padang Lawas Utara.

3. To know any significant effect of using scrabble game for students' vocabulary mastery at grade VIII MTs N 3 Padang Lawas Utara.

F. Significances of the Research

The result of this research is expected to give some benefits for the teachers, the students and the other researchers. The significant are :

a. For the Headmaster, to give direction to the English teacher about the English teaching method which one is more suitable to the students' situation and materials of the learning, so that the method can improve the students interest in learning English. Especially in vocabulary.

b. For the English teacher, the English teachers can use scrabble game as a media to students' vocabulary mastery. And also the English teachers can get some positive points by using this media to their students. Because the teachers can help their students to mastey vocabulary, so that the students can improve their ability in English language skills.

c. For the students, the researcher hopes that the scrabble game can increase their motivation to enrich or to expand their vocabularies so that they can mastery the four English language skills as well.

d. For the researcher, the result of this research can be consideration and additional information for other researchers who will conduct any futher studies in same field.

G. Defenition of Operational Variables

Based on the title of the proposal, the writer is consisted of two variables, so that the defenitions of the variables as follow:

1. Scrabble game is a board game and tile game that is played up 2 or 4 people who accumulate points based on the value of words formed from pieces of letters on board game boxex.

2. Vocabulary Mastery is to again complete knowledge of skill.

H. Outline of the Thesis

The systematic of this research is divided into five chapters, each chapter consisted of some sub chapters with details as follow:

Chapter I, it consisted of background of the problem, identification of the problem, limitation of the problem,formulation of the problem, the purpose of the research, significances of the research, definition of operasional variables and the outline of thesis.

Chapter II, it consisted of the theoretical description and review of related finding. In the theoretical description consists of definition scrabble method and definition of vocabulary.

Chapter III, it consisted of research methodology was divided into the design of research, time and place of research, population and sample, instrumentation, the techniques of data collection and the techniques of data analysis. Chapter IV, it consisted of the result of research. Chapter V, it consisted of conclusion and suggestion

CHAPTER II

LITERATUR REVIEW AND HIPOTESIS

A. Theoretical Description

1. Vocabulary Mastery

a. Definition of vocabulary Mastery

Vocabulary is the main component in a language. Learning vocabulary is fundamentally about definition the words. Vocabulary is one of the elements in English to be mastered, because the language related to the words, without having enough vocabulary a student can not communicate. So, students should have enough vocabulary to convey an idea in developing skill of language. There are some experts who give definition of vocabulary. According to Guthrie. et.al" Vocabulary is one of the important elements of language proficiency that becomes the basic of how well leaners speak, write, listen and read[6]. Vocabulary is a core component of language proficiency and provides much of the basis for how well leaners speak, listen, read and write[7]. It means without knowing and having enough vocabulary, someone or language leaner will be difficult to understand the other language skill such as speaking, reading, writing, and listening.

---

[6] Elizabeth M. Guthrie, ' Richards, Jack C. and Theodore S. Rogers, *Approaches and Methods in Language Teaching: A Description and Analysis* . Cambridge: Cambridge University Press, 1986 ', *The Canadian Modern Language Review*, 44.3 (1988), 551p.<https://doi.org/10.3138/cmlr.44.3.551>.

[7] Yuli Lidiasari, Sofian, and Iwan Supardi, *'Using Scrabble Game in Improving Students' Vocabulary Mastery of SMP Negri 1 Jawai'*, Jurnal Pendidikan Dan Pembelajaran Khatulistiwa, 6.12 (2017).

Vocabulary is a collection of words that belong to a language and gives meaning when we use that language. The English vocabulary that elementetary school students need to learn is estimated to be approximately 500 words. Vocabulary are defining and using a word in a sentence[8]. Vocabulary is one of the most important elements of learning a foreign language, because words allow us to express our thoughts, ask question, and provides answers[9]. Vocabulary is defined as all the words known and used by a particular person[10]. Vocabulary includes the ability to use a word even if one cannot clearly explain it and the second step is, being well acquantied with the word, both, in its usage and meaning[11].

In generally vocabulary means all the word known and used by a particular person, knowing a word, however is not just being able to recognize a word or use it, there is much more to it than just that[12]. In the Oxford Advanced Leaners Dictionary, Hornby says vocabulary is a total number of words which make up a language. Vocabulary list of words used in a book, etc, usually with definition or translation.[13]

Based on the definition above, the researcher concludes that vocabulary mastery is the ability to understand the list of words. It means that the students have ability in understanding and using the list of word

---

[8] Elana Shohamy and Kate Menken, 'Language Assessment', *The Handbook of Bilingual and Multilingual Education*, 2015, 253–69 <https://doi.org/10.1002/9781118533406.ch15>.

[9] Andrey Taranov,*Czech vocabulary for English speakers-9000 words* (America: Boos on Demand, 2013), p. 4

[10] Prudent Injeeli, *Mind Your Words: Master the Art of Learning and TeachingVocabulary* (Singapore: Trafford, 2013), p. 4

[11] Prudent Injeel. *,* p. 4

[12]Prudent Injeel. *,* p. 4

[13] A. S Hornby, *Oxford Advanced Leaners' Dictionary* (Walton Street: Oxford University Press ,1995), P. 886

and also the meaning. It also plays the important part in English skill: listening, reading, speaking, and writing. The large vocabulary, the students' will find many difficulties in mastering English skills.

b. Vocabulary Mastery

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning.[14] Vocabulary mastery can be defined as a number of vocabulary (word) in a language which contains information about its meaning, form and use in context of communication. It is basic knowledge that the students should master firs before mastering English. Based on some definition the researcher conclude that vocabulary must mastered, because without having enough vocabulary a student cannot communicate well.

c. Types of vocabulary

According to Montogomery there are four types of vocabulary, namely listening vocabulary, speaking vocabulary, reading vocabulary, writing vocabulary:[15]

1. Listening vocabulary

The word hear and understand. Starting in the womb, fetuses,can detect sound as early as 16 weeks. Furthermore, babies are

---

[14]An Analysis on Students' Vocabulary Mastery A Descriptive Study https://www.google.com/url?sa=t&source=web&rct=j&url=https:jurnal.untan.ac.id/index.php/jpdp b/article/viewFile/7022/7215%23:~:text%3Dvocabulary%2520mastery%2520is%2520one%2520o f,better%2520they%2520perform%2520their%2520language.&ved=2ahUKEwjKwJXEgsD4AhW RSmwGHbqkAgQQFnoECBEQBg&usg=AOvVaw0eWLFh8CRTxly3aSZ1Vm1K

[15] Judy K. Montgomery, " *The Bridge of Vocabulary*" June 2017. P. 1

listening during all their waking hours- and we continue to learn new word this way all of our lives.

2. Speaking vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited. Most adults use a mere 5.000 to 10.000 words for all their conversation and instruction.

3. Reading vocabulary

The words we understand when we read the text. We can read and understand many words that we do not use in our speaking vocabulary.

4. Writing vocabulary

The word we can retrieve when we write to express ourselves. We generally find it easier to explain in ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing.our writing vocabulary is strongly influenced by the words we can spell.

Based on some definition of types vocabulary above the researcher conclude that vocabulary very important for listening, speaking, reading, writing to mastery vocabulary.

d. Classification of Vocabulary

Vocabularies are classified into function of words and contents. The classification of word intended of such as nouns, pronouns, verbs,

adjectives, adverb, preposition, conjunction, and interjection, in classification the words categorized them as follows:[16]

1) Nouns is the word is used as the name of person, place, or thing, or idea. For example, father, mother, café, book and others.

2) Verb is the words is used to say the working of the person or thing. For example, eat, study, cook, read, make, put and others.

3) Adjective is the word is used to add the meaning of noun or pronoun. For example, fat, handsome, tall and others.

4) Adverb is the is used to add something to the meaning of a verb, and adjectives, or another adverb. For example, up, down, behind.

5) Preposition is the word is used with a noun or pronoun to show how the person or thing detoned by the noun or pronoun stands in relation to something else. For example, in, on, at.

6) Conjunction is the word is used to join words or sentence. For example, but and before.

7) Interjection is the word which expresses some sudden feeling. For example, hello, hy, wow, and others.

Based on the classification above, so the researcher will focus on noun:

a. Definition of Noun

Martin says, " Noun is a word used as the name a person, place, and thing.[17] Then, Abdullah says " Noun is a word is used to

[16]*Defenition and Exampl e of Function Words in English* http://www.\thought.com/function-word-grammar-1690876 accessed at September 15, 2021 retreived on 18. 00 am

name of peson, place, thing, and idea or quality of mind is defined a noun".[18] According to Frank says " Noun is one of the most important part of speech. It is arrangement with the verb help fram the sentences. In addition it may function as the head word in many structure."[19]And the other statement about definition of noun that, noun is a word that names a person, place, thing or idea.[20]

From the statements above, the researcher concludes that noun is a word that is used to name of a things, such as person, place, and it may can be counted or not.

b. Kinds of Noun

In English grammar, noun can be observed into some possibilities they are:

i.   According to the form, noun divided into two kinds, they are:

a. Concrete noun

Concrete noun is the name of a thing that can be touched or seen. It's divided into four kinds:[21]

1.   Common noun. It is the name is given to every person or thing of the same class or kind. Examples : teacher, lecture, lawyer, boy , girl, car, tree,etc.

---

[17] Martin, *High School English Grammar*, (Jakarta: PrasadaRao,2017), p. 11
[18] M. K. Abdullah, *The New Complete English Grammar*, (Jakarata: Pustaka Sandro Jaya, 2015), p. 9
[19] Marcella Frank, *Modern English*, (New York: Prentice Hall, 1972), p. 47
[20] Santa Ana College Learning Centre, *what is noun*, (California: Learning Centre ,2015), p. 1
[21] M. K. Abdullah, *The New Complete English Grammar*, (Jakarta: Pustaka Sandro Jaya, 2015), p. 26

2. Proper noun. It is the name of some particular person, place, country, school, day, month, religion, and nationalism. Example: Indonesia, State Institute of Islamic Studies, Airlangga, December, Monday, Padangsidimpuan, etc.

3. Collective noun. It is the name of collection of things or person that can be counted. Examples: commite, team, class, family, fleet, etc.

4. Material noun. It is the name of a material or substance out of which things are made. Examples: gold, wood, milk, air, tea, butter, water, paper.

b. Abstract noun

Abstract noun is a noun that has no form , cant't be counted and touch. Example: goodness, love, freedom, truth, life, etc.

a. According to totaling, noun divided into kinds, they are:

1. Singular noun

Singular noun is a noun that is demonstrated the thing is one or only one. Commonly, singular noun is always begun by article a or an, especially for the thing that can counted. Examples: book, college, university, library, building, fruits. Etc.

2. Plural noun

   Plural noun is a noun that is used to demonstrated the thing is more than one. Commonly, plural noun is always added by s or es in the end. Examples: schools, students, teachers, classes, etc.

b. According to gender, noun divided into four kinds, they are:

   1. Masculine gender

      Masculine gender is a noun that is used to demonstrate the men or male. Example: father, brother, uncle, husband, boyfriend, boy, king, etc.

   2. Feminime gender

      Feminime gender is a noun that is used to demonstrate the women or female. Examples: mother, sister, aunt, wife, girl, ewe, bee, girlfriend,etc.

   3. Common gender

      Common gender is a noun that can be men or women, or male or female. Examples : students, collegian, adult, teacher, lecturer, secretary, friend, baby, children, etc.

   4. Neuter gender

      Neuter gender is a noun that has no gender or netral and only used for thing that has no soul. Example: bag, box, chair, table, chalk, door, window, etc.

c. According to calculating manner, noun can be divided into two kinds, they are:

1. Countable noun

Countable noun is the name of a thing that can be counted or divided into singular or plural. Countable noun is a noun that is can be counting by total number.[22]a countable noun is a word that efers to a person or thing and has a singular and plural form. Countable noun also includes with common noun and collective noun.

There are some characteristic of countable noun, they are:

a) Can change to plural form.

Example: There is a pen on the table.

There are two pens on the table.

b) Can combine with articles a, an, and the, even in singular or plural.

Example : There is a man in the room.

There is a girl in the room.

c) Can combine with some, and any in plural form.

Example : I need some chairs

Do you have any money

---

[22]Martin, high school English and compositon, https://books.google.com/books/about/High_School_English_Grammar_, accessed on 29 november 2022, at 20.26 pm

d) Can combine with all of , none of, both of, and few but only in plural form.

Example: all of the pens in my desk are red

e) Can combine with many, a lot of, and few, but only in plural form.

Example: she doesn't have many books.

f) If the countable in singular form, the verb also must be singular, bay adding s/es, but must follow by are or is or was.

Examples: my lectures stands near the door.

2. Uncountable noun

Uncountable noun is a noun that can't be counted by total number. An uncountable noun is a word that refers to a body mass of something. Uncountable noun also includes with material noun and abstract noun .

Uncountable noun includes, they are:

a) Nouns naming intangible things which normally cannot be counted.

b) Nouns naming tangible things which are thaught of as substance. Eg: butter, milk, sand, etc.

c) Nouns naming groups of things which in English are referred to collectively. Eg: furniture, news,etc.

from the five kinds of noun above the researcher on ly focus on countable noun. Countable noun is the name of a thing that can be counted or divided into singular and plural, and names anything that can be counted.

e. Teaching Vocabulary

Teaching is seen as an activity one tries to help and to lead someone in getting, changing, or developing skills, attitude, ideas, appreciation and knowledge. It support by Hornby that teaching is to give instruction to somebody, or cause somebody to know or be able to do something, give to somebody knowledge, skil and give lesson at scholl.[23] Moreover, teaching as defined in terms of educational objectives is the process of delivering material from teachers to students', and as result, there will be changing habit in the students' behavior.

According to Doff there are some of techniques for teaching vocabulary are:

1. Say the word clearly and write it on the board.

2. Get the class to repeat the word into the students' own language.

3. Translate the word into the students' own language.

4. Ask the students' to translet the word.

5. Draw a picture to show what the word means.

6. Give an English example to show how the word is used.

---

[23] A. S Hornby, *Oxford Advanced Leaners' Dictionary* (Walton Street: Oxford University Press ,1995), P. 886

7. Ask questions using the new word.[24]

Based on the mentioned above the researcher conclude that the way in teaching English vocabulary is depend on the teacher to choose the best way in order to make students' feel enjoy in learning process, because as a falicitator, a teacher has to be able to choose the right technique to teach vocabulary.

f. Principles of Teaching Vocabulary

Vocabulary is commonly recognized as the main communication tool. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in a variety of teaching and learning situations. They are:

1. Apart from the vocabulary teaching which in line with its objectives and students' need, it is certain to consider the vocabulary aspects to teach. To accomplish it proposed these aspects, namely spoken form, written form, parts of word, concept a word has and items it may associate, associate of the word, grammar of the word, collacation of the word, register and frequency of the word.[25]

2. Keeping teaching simple and clear without any complicated explanation.

3. Relating present teaching to past knowledge by showing a pattern or analogies.

---

[24] Adrian Doff, *Teach English A Training Course For Teacher On Teachers' Work Board* (New York: Cambridge University Press, 1988), P. 1

[25] Saniago Dakhi, " *The Principles And Teaching of English Vocabulary,*" Journal Of English Teaching, Vol 5, No 1, February 2019, P. 22.

4. Using both oral and written presentation.

5. Giving most attention to words that are already partly known.

6. Telling leaners if it is a high- frequency word that is worth noting for future attention.

7. Not bringing in other unknow or poorly known related words like near synonyms, opposites, or members of the same lexical set.

Based on mentioned above. This principle must be understood by the teachers, in line with the strategy or media that they use.

g. Vocabulary Asessment

Vocabulary assessment is seems straight forward in the sense the word list is readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well- known item types that were convenient to use for vocabulary testing. There are some examples:

1. Multiple choice (choose the correct answer).

2. Completion (write the missing word).

3. Translation (give the L 1 equivalent of the underlined word).

4. Matching (match each word with its meaning).[26]

These test items is easy to write and to score, and they made efficient use of testing time. Multiple choice items in particular had been commonly use in standarlized test. A professionally produced multiple

---

[26] John read, " the place of vocabulary in language assessment", assessing vocabulary, p. 2

whole self (cognitive and emotionally), thus creating strong association with the language used.[32]

There are some methods can be used to enrich students vocabulary, they are:

1) Look up words in the dictionary if you do not know them. Additionally, refer to a thereasure for learning synonyms.

2) Learn new words from online website and add them to your list of words for practice.

3) Read boks as much as you can. In the process, you will encounter a lot of words and writing styles which will help you to structure your sentences and recall words quicly when you are communicating.

4) Learning foreign languages especially romance languages. Playing game such as crosswords or scrabble help enchancing the vocabulary. Besides, these games are fun and addictive and you can spend a good time with these.[33]

Based on some of the methods above the researcher concludes that there are metods can be used to enrich students vocabulary.

b. Defenition of Scrabble

Scrabble is the kind of a game. Also scrabble usually used by teachers to teach the materials or explain . It caused game (scrabble) can

---

[32] Diaz Putri Ryandita, " *The Influence of Scrabble Game In Teaching Vocabulary Mastery At Tenth Grade Students' Of SMKN 7 Pandeglang*," Journal Project, Vol2, No 1, January 2019, P. 73

[33] How to improve Your Vocabulary: https://www.masterclass.com/articles/how-to-improve-your-vocabulary

make the students' interest to learning English and make the student enjoyable. Scrabble is a great game for developing math skill[34]. Scrabble is a game based on the creative and extensive use of vocabulary words[35]. In the Oxford Advanced Leaners Dictionary, Hornby says scrabble game in which word are built up on a board from letters printed on counters or blocks.[36]

Scrabble is known as the crossword game because when you're finished, the board looks like a wild crossword puzzle. Players take turns creating interlocking words using letter ties of different valus in the hopes that at the end of the game, they will have the most point . Scrabble is a board and tile game in which from two or four players compete in forming words with lettered.[37]

Scrabble is a simple game that can help the teacher in teaching vocabulary especially in memorizing, spelling, and understanding the meaning of the word[38]. Scrabble is far more than just a test of word knowledge. There is a numerical skill, particularly at the end of a game, in working out whether your highest – scoring play is actually your best

[34] Jeffrey P. Hinebaugh, *A Board Game Education* (New York: Rowman and Littlefield Education,2009), hlm. 50.

[35] Jeffrey P. Hinebaugh , p.50.

[36] A.S. Hornby, *Oxford Advanced Leaner's Dictionary* (Oxford University press, 1974) , p. 777.

[37] Joe Rhatigan, *101 Games to Play Before You Grow Up* (USA: The Quarto Group, 2018), p. 92.

[38] Joe Rhatigan , p.92.

play, or whether it may allow your opponent to score even more[39]. Scrabble is a player once remarked, primarily an architectural game[40].

Based on the some defenitions above, the writer concludes that scrabble is a kind of game. Scrabble is a word game is played by two or more players using special board that they can acquire new words by combining the letters. Also scrabble can accure students' motivation in learning.

c. Kinds of Scrabble Game

There are some of kinds of scrabble game as follow:

1) Alphagram

The alphabetic arrangement of a group of letters as another word. Example: Begnu is alphagram of the word Begun. Many players place the letters on their rack in alphagram order. All the racks in this book are so arranged.[41]

2) Anagram

A word that is spelled with the exact same letters as another word. Example : Kitchen is anagram of Thicken.

3) Balancing Your Rack

Making a play that leaves the letters on your rack that will most likely help you to score well next turn. This often means leaving a favorable ratio of vowels and consonants. Also known as Rack Balance.

---

[39] Barry Grosman, *Scrabble for Beginners* (Inggris: Chambers Harrap, 1998), p. 2.
[40] Barry Grosman . , p. 2.
[41] Joe Edley, *The Official Scrabble Puzzle Book*, Simon and Schuster 1997, P. 5.

4) Blocking

The act of playing a word that stop the opponent from making a large score on a portion of the board. Also calling "closing the board."

5) Extension Play

The extension of one word by adding two or more letters. Example: with Quest on the board, adding Con to the font creates the extension Conquest. Also called Front extension or Back extension.

From the some kinds of the scrabble method above the writer wiil focus on using anagram method. Anagram is a word that is spelled with the exact same letters as another word.

d. The procedures in using Scrabble Game

There are some procedures in using scrabble game, they are.

a. To begin : place all the letters face down at the side of the board, or in the bag provided, and shuffle them. Draw for first play. The player drawing the letter nearest the beginning of the alphabet plays first. The exposed letters are replaced in the pool or bag and reshuffled. The players then draw seven tiles each, placing them on their individual racks.[42]

b. The first player use two or more letters to form a word, placing themon the board, either across or down, with on letter the centre square. Having the counted and announced the score for the turn, the player draws as many new letters as have been played, thus always keeping seven on the rack.

---

[42] Barry Grossom, *Scrabble for Beginners* (England: Chambers Harrap, 1998), p. 11

c. Play passes to the left. Each player in turn adds one or more letters to those already played so as to form new words. All leters played in one turn must be placed in one row, across or down. And if they touch any other letters in adjacent rows, they must form complete words, crossword – fashion, with all such letters. The player scores for all words formed or modified in each turn.

d. New words may be formed by:

   1) Adding one or more letters to a word already on the board (Turn 2 below)

   2) Placing a word at right angles to a word already on the board (Turns 3, 4 and 7 below)

   3) Placing a complete word parallel to a word already played, so that adjoining letters also form complete words (Turns 5 and 6 below).

e. No letter may be moved after it has been played.

f. A blank tile may be used as any letter. A player playing a blank must say what letter is repsesents, after which cannot be changed during the game.

g. A player may use their turn to change any or all of the letters on their rack. To do this, place the unwanted letters face down to one side, draw the same number of new letters, then mix the discarded letters into the pool or bag. Changing can only be done instead of, not as well as, placing letters on the board for that turn, and earns a score of zero.

h. Any player may challenge a word played by an opponent before the next player starts the next turn. If the word cannot be found in a dictionary or chambers' the player must take back the tiles and loses the turn.

i. Play continues until all tiles have been drawn and all the tiles on on players, rack have been used, or all possible plays have been made.

e. The Advantages and Disadvantages of Scrabble Game

a. Advantages and disadvantages of Scrabble Game that can be summarized as follow:

i. Train students' to talk quickly and precisely

ii. To practice answering the question with random answers of word with the alphabet arranged in rummages.

iii. And to direct the students' to disciplined and cooperative while working together.

iv. Fun learning activities.

v. Solidarity in group.

vi. Memorable impressive materials.

vii. Competiveness.[43]

Based on the mentioned above, the researcher concludes that Scrabble Game has advantages to be apply in vocabulary learning. The advantages of Scrabble Game are the students' can fun learning activities without boring at

---

[43] Diana Fauzia Sari and friends, " Scrabble Technique: A Game Changer For English Vocabulary Learning," *Journal Of Language, Education, And Humanities*, Volume 10, No 1, November 2022, P. 6.

the class. It can build their creative thinking and the try to make new vocabulary.

e. The Disadvantages of Scrabble Game

   i.   Mentioned some of the drawbacks as cheating.

  ii.   Uncreative.

 iii.   Only receiving raw materials that only need to be processed properly.

 iv.   Limit on te number of players.

  v.   Age appropriateness.

 vi.   Boring.

 vii.   And not everyone being good with words.

viii.   The game also need time to be applied

B. Related Findings

This research is not the first research that had been done, there are some related findings in this research the first research was conducted by Nurhayati. She has done research on elementary school in Pameungpeuk, Bandung. The result of pretest and posttest scores was analyzed through the t-test formula to find out whether or not scrabble game is effective. Based on the computation result by using t-test formula. The findings showed that t-obtained is higher than t-table. Based on the research findings, it can be concluded that scrabble game is Implementation of the Scrabble Game on the Mobile Devices to

Increase English Vocabulary Acquistion, effective for improving students'
vocabulary mastery[44]

The second, research was done by Hajar. Can be seen from the findings
which is show the mean score of test. The mean score of students in pre-test
experimental class and control class were 50.76 and 49.24 then in the post-test
of experimental class and control class were 64.39 and 54.85.[45]

The third, research was done by Mariyah. Carried out that the effect of
using scrabble game assist the students English vocabulary achievement. The
participants of her study was 80 students, each class of 40 students. She also
used two kinds of data in her research likely primary data and secondary data.
The primary data were collected from the students' scores in pre- test and post-
test through the treatment of control group and experimental group.[46] Then, the
secondary data collected from interview and documentation to reinforce the
primary data. Her finding of the study showed that there was a significant
effect of using scrabble game in the classroom activity and provide a variation
in teaching learning process of vocabulary.

The forth, research was done by Hapsari. The researcher conclude that
the scrabble game is effective to be used to teach vocabulary mastery. It can be
seen by checking the result of t- score (13.587) that is higher than t- table in

---

[44] 'The Effectiveness Of Scrabble Game To Improve Students' Vocabulary Mastery Gangan Ganda Somantri - Siti Nurhayati Bale Bandung University', 41–47.

[45] Arie Wijaya Hajar, *"Improving Students' Vocabulary Through Scrabble Game,"*Thesis (Palopo: IAIN Palopo, 2019), p. 5.

[46] Atik Dewi Mariyah," The Use Of Word Games To Teach Vocabulary To Students' At SMP Al- Islah Surabaya" Thesis (Surabaya: Sunan Ampel State Islamic University, 2020), P. 12

the level of significance 5% (2.042).[47] Besides that, the students' vocabulary mastery also increased after being taught by using scrabble. It is proved by the mean of post- test (79.39) that is higher than the mean of pre- test (70.3). it means that there is any effect of scrabble to the students' vocabulary mastery.

The fifth, research was done by Anggraini. The researcher conclude that there is significant effect of scrabble game towards students' English vocabulary. It can be seen inconducting the data collecting, the researcher gave treatment only to the students' in experimental group, while the students' in control group were given conventional method.[48] Both of group were given same material . the writer conducted treatment in learning vocabulary by using scrabble game. The instrument of this was a vocabulary test in the form of vocabulary test. From the data analysis, it found that t- table is 10.120 and df 26. To compare either at level 5%. Based on t- table, it can be analyzed that t_o is higher than t- table at 5%. In other words, 10.120>0.388. it found that there is significant effect of scrabble game.

Based on the description above it can be seen that scrabble game can improve students'vocabulary. The research hopes scrabble game can make the students'vocabulary interest increasing. So, this research will be about The Effect of Scrabble Game to Students Vocabulary Mastery At The Grade VIII MTs N 3 Padang Lawas Utara.

---

[47] Ratih Sriwulan Hapsari," The effect of scrabble game to the eight grade students' vocabulary mastery at SMPN 1 Semen " Thesis (Kediri : Universitas Nusantara PGRI Kediri, 2017), P. 7

[48] Anisa Anggraini," The Effect Of Scrabble Game Towards Students' English Vocabulary Of First Grade At SMA 9 Pekanbaru" Thesis (Pekanbaru: Universitas Islam Riau, 2019), P. 15

C. Framework of Thinking

Vocabulary is a collection of several words that are combined, so that they have the meaning. Vocabulary cannot be separated from the four skills in language, reading, writing, listening, and speaking.

Scrabble is a board game and word compiling game played by 2 or 4 people who collect points based on the value of the word formed from the pieces of the letters on a checkered game board.

Vocabulary mastery is to again complete knowledge of skill. In this research especially to know how is the students' in vocabulary mastery.

Students' difficulties include:

1. The students have lack of vocabulary.

2. The students felt uninterest to learn English learning.

3. The teacher only uses conventional method.

Pre-test

Experimental class

Control class

Treatment

Using Scrabble Game

Teachers method

Post- test

H_o

H_a
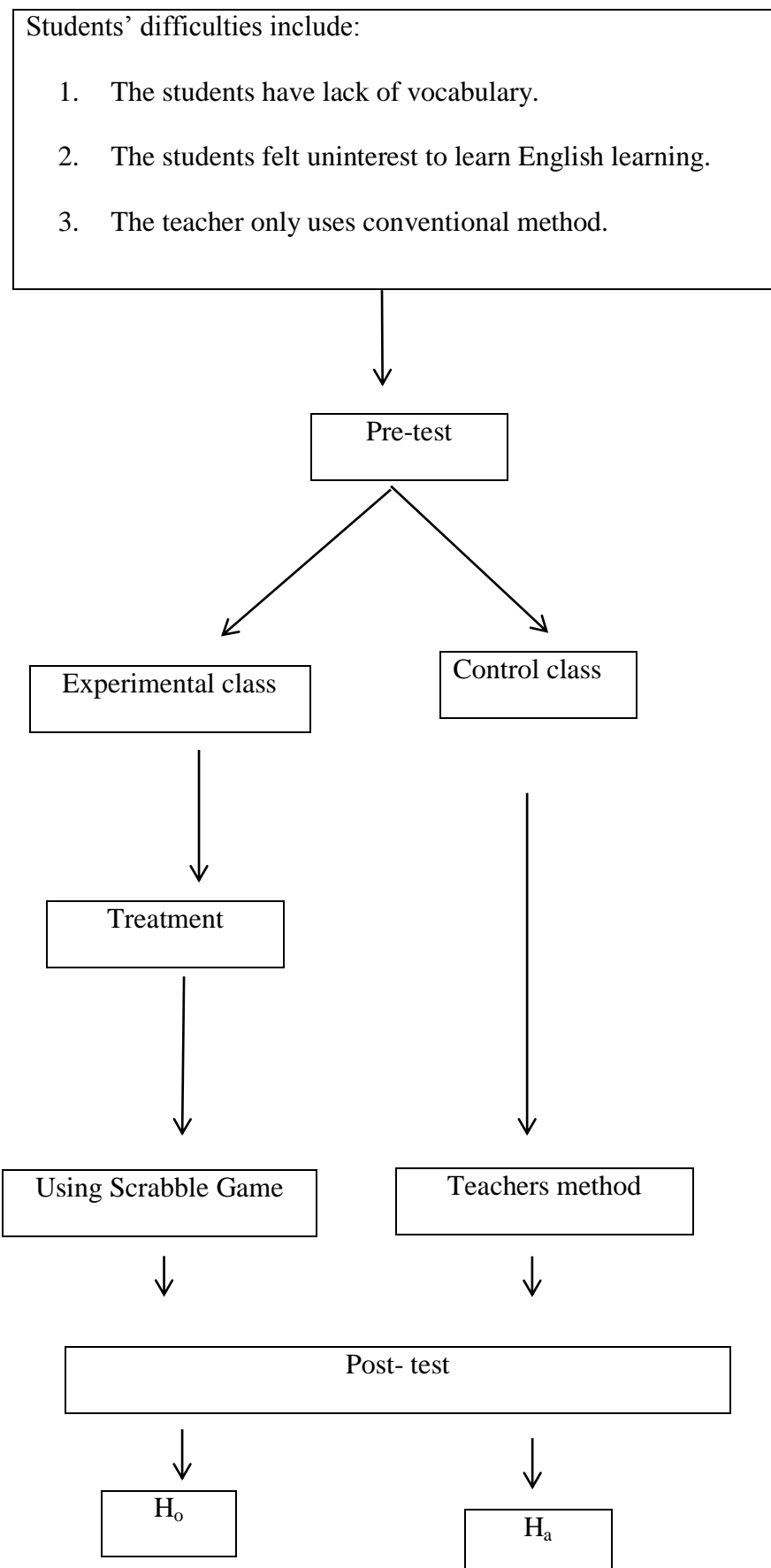
D. Hypothesis

Based on the background above, the researcher formulates the hypothesis as follow:

1. Alternative hypothesis (Ha) = There is significant effect of scrabble game for student's vocabulary mastery at grade VIII MTs N 3 Padang Lawas Utara

2. Alternative hypothesis (Ho) = There is no significant effect of scrabble game for the students' vocabulary mastery at grade VIII MTs N 3 Padang Lawas Utara.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research took place in MTs N 3 Padang Lawas Utara, that is located in Jl. Sisimangaraja, Siburbur, Sipiongot, North Sumatra. This research is started from April 2022 until December 2022.

B. Research Design

The researcher design in a research because the quality of the research is highly on it. To examine the data in this research, the researcher utilized a quantitative research. Experimental research used in this research. So, the researcher concludes experimental research is one of research design kinds which have purpose to know or to find causal- effect from the variables.

The pre-test and post-test were conducted for the control and experimental classes. It could be seen from the table below

Table 1

Design of Instrument

Class		Treatment	
Experimental Class	Pre- test	Teaching Vocabulary by Using Scrabble Game	Post- test
Control Class	Pre- test	X	Post- test

The researcher used true experimental design (pretest- posttest).[49] In this research, the researcher would used two classes, as an experimental class and as control class. Both classes conduct pre- test and post- test but

---

[49] Sugiyono, metode penelitian kuantitatif kualitatif dan r& d, (bandung : alfabeta,2011), p. 76

only the experimental class will be given treatment. The experimental class is the class that taught with using scrabble game as the treartment. Meanwhile the control class is the class that taught without using scrabble game.

C. Population and Sampel

a. Population

Population is a set of all the units which process variable characteristic under study and for which findings of research can be generalized.[50] From the statement above, the writer concludes that population is all units or subject of the research. So the population of this research is the all of the grade VIII of MTs N 3 Padang Lawas Utara. The number of the grade VIII students were 48 students. The member of the L population was devided

Table 2

Number population

No	Grade	Population
1	VIII A	24
2	VIII B	24
Total		48

b. Sample

Sample is the small group that is observed. It selected from a larger group which consist of the individuals, item or events referred to as

---

[50] Satishprakash Shukla, "*Concept Of Population And Sample,*" june 2020, p. 2.

population. Sample is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.[51]

The sample in this study was grade VIII MTs N 3 Padang Lawas Utara. So, when using people as a sample, you must choose people who really know or have the appropriate competence in the research objectives. The sample selected in this study was in accordance with criteria such as students from MTs N 3 Padang Lawas Utara where the selected students were those in the second class room. The sample of this study was 48 people or all the population from both classes of VIII A, VIII B

Table 3

The Sample of Research

Experimental Group (VIII-A)	24 Students
Control group (VIII-B)	24 Students

So the total of the sample was 48 students

D. Procedures of the Research

The technique of data collecting in this research was test technique. The test technique used to look the students'vocabulary mastery on the class VIII (Experimental and Control classes) at MTs N 3 Padang Lawas Utara.

To get data from the student, the writers collects by giving the test to the student. The test devided in to two kinds, those are:

---

[51] Satishprakash Shukla, "*Concept Of Population And Sample* " p. 2

1. Pre- test

    The pre-test was conducted to find out the homogenecty of the sample. The function of the pre-test was to find the mean scores of the Scrabble Game group and conventional group before the researcher gave treatment. In this case, the researcher hoped that the whole students vocabulary mastery were same, or if there was a difference between those group, the difference was hopefully not significant.

    The students has been divided into two group, they were: The experimental group and the control group. The experimental group and the control group were given same materials, which was consisted of communication aspects that has been taught by the teacher in different ways. The experimental group was given treatment, it was taught by using the Scrabble Game and the control group was taught by the conventional method.

2. Treatment

    a. The researcher explained about the materials; Noun.

    b. The researcher divided students into 6 groups.

    c. The researcher provide two scrabble game.

    d. The researcher explained about scrabble game and rules of scrabble game.

    e. The researcher asked each group to look for vocabularies about noun.

    f. Each group had a chance to play the scrabble game and given 15 minutes. The researcher asked the 1st and 2nd group to apply the scrabble

game, while applying the game; the researcher asked them to write down the vocabulary which they got.

g. After that, the researcher asked them to seat back and looking for the meaning of the vocabulaty that they got before.

h. Next, it is turn for 3rd and 4th groups and followes by 5th and 6th groups with the same instruction.

i. After the groups finished, the researcher counted up the score of each group discussed it together.

3. Post- test

After given treatment, the researcher conducted a post-test which the same test with the pre-test, and has been conducted in the previous of the research. This post-test was the final test in the research, especially measuring the treatment, whether was significant or not. After conducting the post-test, the researcher analyzed the data. And the reseacher found out the effect of the using Scrabble Game in the experimental group.

E. Instrument of Research

Instrument is a tool used to collect, measure, and analyze, data related to your subject. Research instrument can be test, surveys, scales,questioners, or even checklists.[52] The result of the research was valid and reliable if in collecting the data, the researcher must have a good instrument to make the task more easies, better, complete and systematic in getting the data.

---

[52]Home-Research Instruments-LibGuides at Duquesne University https://guides.library.dug.edu/researchinstruments#:~:text=A%20research%20instrument%20is%20a ,%2C%20questionnaries%2C%20or%20even%20checklist accessed at September 22, 2021 retreived on 10 pm.

In this research, the researcher used test as instrument. Test is some exercise that is used to measure skill, knowledge, ability, and competence even by group or individual. From the result of analysis for instrument tests, in which 25 for pre-test and 25 for post-test. The researcher concludes that for pre-test only 20 items were categorized valid, there are: 2, 3, 4, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25 and 5 were categorized invalid, there are: 1, 5, 8, 9, 24. Then, for post-tets also consisted of 20 items were valid there are: 1, 3, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25 and 5 were categorized invalid there are: 2, 4, 7, 13, 19. So, the researcher conducted 20 items for experimental class and 20 items for control class. The researcher was given the pre-test and post-test to experimental and control class. It can be seen from the table below.

Table 4
The Indicator of Vocabulary Mastery in Pre-test

No	Indicator	Sub Indicator	Item	Number of Items	Score	Total Score
1		Students are able to identify vocabulary	10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	5	50
	Noun	Students are able to know the meaning of vocabulary	10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	5	50
	Total		20			100

Table 5
The Indicator of Vocabulary Mastery in Post-test

No	Indicator	Sub Indicator	Item	Number of Items	Score	Total Score
1	Noun	Students are able to identify vocabulary	10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	5	50
		Students are able to know the meaning of vocabulary	10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	5	50
Total			20			100

F. Validity and Reability of instrument

1. Validity

Validity is a measurement that is used to indicate the level of validity test.[53] A validity instrument has high validity. The opposite, a less validity instrument has low validity. An instrument will valid if it can get the data of the research variables exactly. Anas Sudijono stated that Validity is a characteristic of the good test. To get the validity of an achievement test can be used two ways.[54]

1) Totality of the test validity

2) Item validity

In this research, the researcher used item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Where, the test consisted of 40 tests that was divided in to two groups. They are 20 for pre-test and 20 for post-test.

---

[53] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan*, P. 211
[54] Anas Sudjiono, *Pengantar Evaluasi Pendidikan (*Jakarta: PT Raja Grafindo Persada, 1996), P. 163

To know the validity of the each question was refer to list r biserial with r t in 5% significant: 0.361 and 1% significant: 0.463. So, if r $_{account}$>r $_{table}$ the test is classified valid. So, to get the validity of the test, the formula of r *pointbiserial* can be used as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

rpbi : Coefficient item validity

Mp : Mean score of the total sore

SDt : Standard Deviation of the total score

P : Presentation of the right answer of the item tested validity.

q : Presentation of the wrong answer of the item tested validity.

2. Reability

An instrument test of the research must be reliable. A reliability test is consistent and dependable.[55] Arikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20.

Where:

R11 : Reliability of the Instrument

N : Total of Question

St2 : Variants Total

P : Proporsi Subject who is right Answer(1)
N

[55] H. Dounghlas Brown, *Language Assessment Pratical And Language Practice*, (San Fransisco Logman, 2003), P. 188

Q : $\underline{\text{Proporsi Subject who is Wrong Answer}}$[56]
                                     N

Frankel and Wallen state that reability refers to consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of item.[57] Besides having high validity, agood test must have high relianility. To get the reliability of the test, the researcher used inter-rater reliability. Inter-rater reliability measure the level of reability of scores obtained by two raters, an English teacher the researcher. The the result of rxy consulted to the criteria of reliability as follows:

Reliability coefficient 0.800-1.000 is very high

Reliability coefficient 00.06-0.800 is high

Reliability coefficient 0.400-0.600 is fair

Reliability coefficient 0.200-0.400 is low

Reliability coefficient 0.000-0.200 is very low.[58]

The validity and reability of an instrument are dependent on the expertise of those who create it. The researcher tried to understand the instrument from a different perspective in order to improve it. The researcher used vocabulary test to assess the students' vocabulary mastery.

---

[56] Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan*, P. 188

[57] Jack. R., & Norman E. Wallen. 2012. *How To Design and Evaluate Research In Education 8th Edition.* Boston: Mcgraw-Hill Higher Education, P. 159

[58] John W. Best & James V. Khan. *Research in Education* (7th Edition) (New Delhi: Prencited Of India Private Limited.)

The scoring mastery based on the use of analytical vocabulary mastery. This concludes of noun.

G. Technique of Analysis Data

1. Requirement Test

a. Normality Test

The function of normality test is to know whether the data of research is normal or not. The researcher used normality test by using Chi-Quadrat formula, as follow:

$$x^2 = \sum \left[\frac{f_0 - f_h}{f_h} \right]$$

Where:

x^2 = Chi-Quadrat

f_0 = Obtained Frequency

f_e = Expected Frequency[59]

b. Homogeneity Test

Homogeneity test is used to know control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow:

$$F = \frac{The\,biggest\,variant}{The\,smallet\,variant}$$

---

[59] Anas Sudijono, *Pengantar Statistik Pendidikan*, 1st ed. (Jakarta: PT Raja rafindo Persada, 2006).

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$[60]

c. Hypothesis Test

Hypothesis is a temporary answer to a research problem whose the truth must be tested imprically. So, the data will be analyzed by using t-test formula:

$$Tt = \frac{M1 - M2}{\left(\frac{\sum X_{12} + \sum X_{22}}{n1 + n2 - 1}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}$$

Where:

T   = The value which the statistical significance

M_1 = The average score of the experimental class

M_2 = The average of the control class

X_1^2 = Derivation of the experimental class

X_2^2 = Derivation of the control class

N_1 = Number of experimental

N_2 = Number of control[61]

---

[60] Sudijono.

[61] Prof. Dr. Suharsimi Arikunto Cepi Safruddin Abdul Jabar M.Pd., *Evaluasi Program Pendidikan*, 2nd ed. (Jakarta: Bumi Aksara, 2018).

CHAPTER IV

THE RESULT OF THE RESEARCH

To analyze the data as mentioned is earlier chapter, in order to evaluate the effect of scrabble game to students' vocabulary mastery, the research has calculated the data using pre – test and post- test. Pre- test was done before conducting the treatment and post- test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of T- test. It is done to know the effect of scrabble game to students' vocabulary mastery. Next researcher described the data as follow:

A. **Description of Data**

The pre- test scores obtained before teaching in experimental class and control class is as follow :

1. **Description of Data Before Using Scrabble Game**

a. **The Pre- test Score for experimental class**

As the experimental class, the researcher took class VIII-A in pre – test for experimental class, the researcher calculated the result that had been gotten by the students in answering the question. .The total score of pre- test for experimental class was 1243, mean was 51.95, median was 52.81, modus was 54, range was 40, interval was 7, standard deviation was 8.92, and variant was 135.99. The researcher got the highest was 70 and the lowest was 30

Table 6
The Score of Experimental Class in Pre- test

Description	Pre- test
Total Score	1243
Highest Score	70
Lowest Score	30
Mean	51.95
Median	52.81
Modus	54
Range	40
Interval	7
Standard Deviation	8.92
Variant	135.99

From the table below, it can be conclude that the most students are in interval 51-57(6 students' / 25%). The least students are in interval 30-36 (3 students / 12.5%).

Tabel 7
Frequency Distribution of The Variables

No	Interval	Mid point	Frequency	Percentages
1	30- 36	33	3	12.5%
2	37- 43	40	3	12.5%
3	44- 50	47	4	16.6%
4	51- 57	54	6	25%
5	58- 64	61	4	16.6%
6	65- 71	68	4	16.6%
	I= 7		24	100%

Clear description of data is presented in histogram. Based on table above, the frequency of students' score from 30-36 was 37-43 was 3, 44-50 was 4, 51-57 was 6, 58-64 was 4, 65-71 was 4. The histogram shows that the highes tinterval (51-57) was 6 and the lowest interval (30-36) was 3.

Frequency

interval class
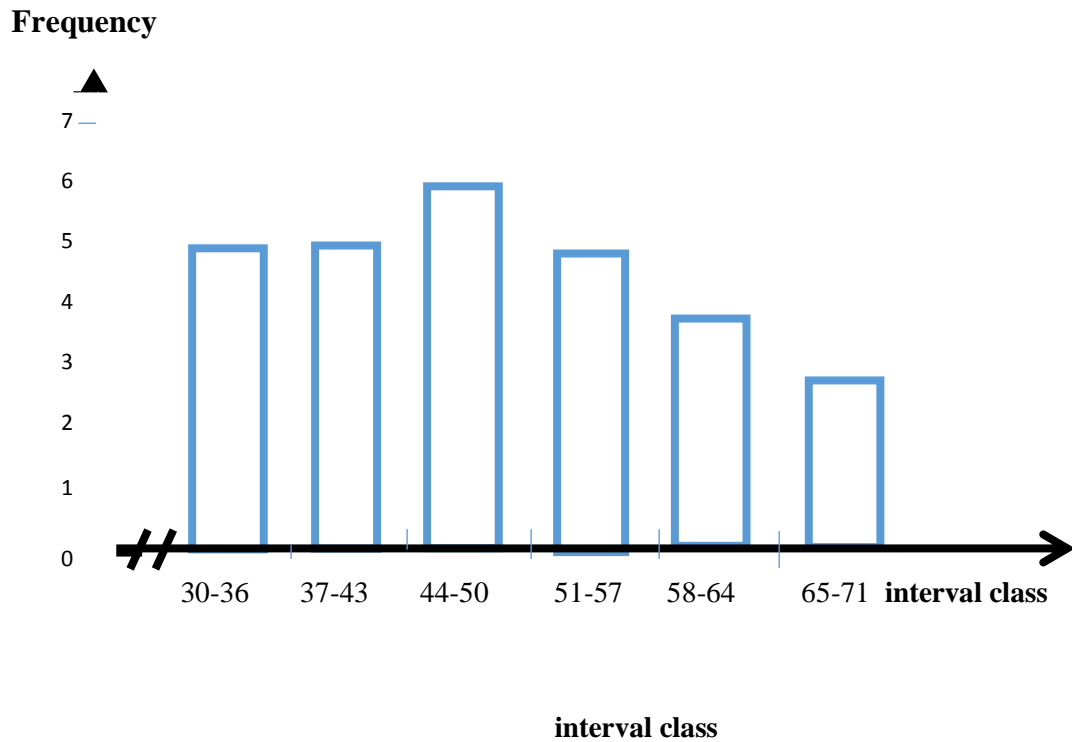
Figure 1:Pre-test Histogram of Experimental Class

b.   The Pre- test score for control class

In pre- test of control class, the researcher calculated the result that had been gotten by students' in answering the test. The total score of pre- test for control class was 1235, mean was 51.83, median was 54.62, modus was 55.74, range was 45, interval was 8, standard deviation was 10.94, and variant was 116.43. The researcher got the highest score was 75 and the lowest score was 30.

Table 8
The Pre- test Score for Control Class

B

Description	Pre-test
Total Score	1235
Highest Score	75
Lowest Score	30
Mean	51.83
Median	54.62
Modus	55.74
Range	45
Interval	8
Standard Deviation	10.94
Variant	116.43

F

rom the table below, it can be conclude that the most students are interval 30-37 (2 students' 8.33%), 54-61 (7 students' 29%).

Table 9
Frequency Distribution of The Variables

No	Interval class	Mid point	Frequency	Percentages
1	30- 37	33.5	2	8.33%
2	38- 45	41.5	6	25%
3	46- 53	49.5	5	20.83%
4	54- 61	52.5	7	29.16%
5	62-69	65.5	2	8.33%
6	70- 77	73.5	2	8.33%
	I=8		24	100%

Clear description of data is presented in histogram. Based on table above, the frequency of students' score from 30-37 was 2, 38-45 was 6, 46-53 was 5, 54-61 was 7, 62-69 was 2, 70-77 was 2. The histogram shows that the highest interval (54-61) was 7, and lowest interval (30-37) was 2.

Frequency

7

6

5

4

3

2

1

0

30-37 38-45   46-53 54-61   62-69   70-77 **interval class**
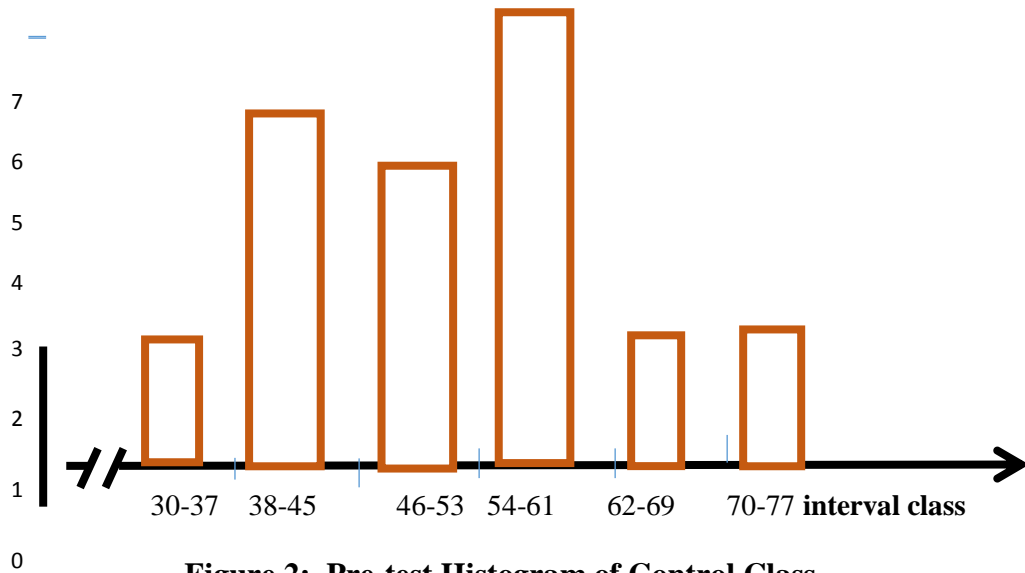
Figure 2: Pre-test Histogram of Control Class

2. **Description of Data After Using Scrabble Game**

a. **Score of Post- test Experimental Class**

In post- test for experimental class, the researcher calculated that had been gotten by the students in answering the question. Researcher could give the score to students about their vocabulary mastery based on their performance. The totalscore of post- test for experimental class was 1840, mean was 76.5, median was 78.22, modus was 80.14, range was 35, interal was 6, standard deviation was 9.27, and variant was 90.05. The researcher got the highest score was 95 and lowest score was 60.

Table 10
The Post-test Score for Experimental class

Description	Post-test
Totalscore	1840
Highest Score	95
Lowest Score	60
Mean	76.5
Median	78.22
Modus	80.14
Range	35
Interval	6
Standart Deviation	9.27
Variant	90.05

From the table below, it can be concluded that the most students' are in interval 78-83 (8 students'/33.33%). The least students' are in 66-71 (2 students'/8.33%).

Table 11
Frequency Distribution of The Variables

No	Interval class	Mid point	Frequency	Percentages
1	60- 65	62.5	5	20.83%
2	66-71	68.5	2	8.33%
3	72- 77	74.5	4	16.66%
4	78- 83	80.5	8	33.33%
5	84- 89	86.5	3	12.5%
6	90- 95	92.5	2	8.33%
	I=6		24	100

C

lear description of the data is presentd in histogram. Based on table above, the frequency of students' score from 60-65 was 5, 66-71 was 2, 72-77 was 4, 78-83 was 8, 84-89 was 3, 90-95 was 2. The histogram shows that the highest interval (90-95) was 2, and the lowest interval (60-65) was 5.

Frequency
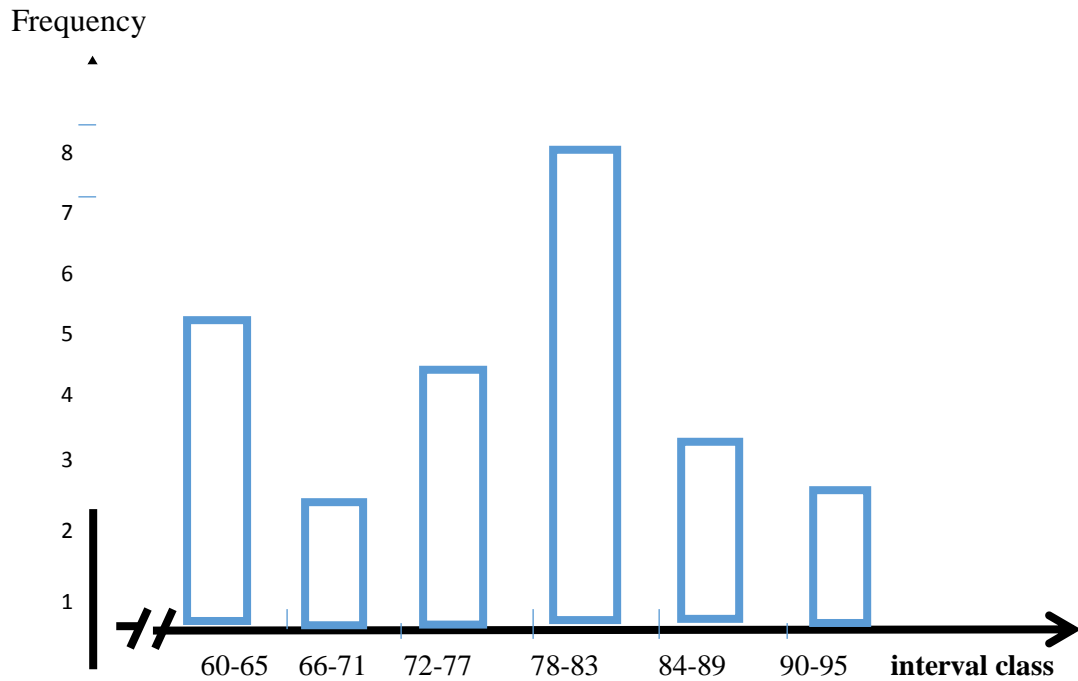
Figure 3: Post- Test Histogram of Experimental Class

b.   **The Post- test Score for Control Class**

In post- test for control class, the researcher calculated the result that had been gotten by students in answering the question. The researcher could give the students' score about their performance. The total score of post- test for control class was 1687, mean was 70.5, median was 70.14, modus was 69.9, range was 23, interval was 4, standard deviation was 6.55, and variant was 49.34. The researcher got the highest score was 83 and the lowest score 60.

Table 12
The Post- test Score for Control Class

Description	Post-test
Total Score	1840
Highest Score	95
Lowest Score	60
Mean	76.5
Median	78.22
Modus	80.14
Range	35
Interval	6
Standard Deviation	9.27
Variant	90.05

From the table below, it can be conclude that the most students' are interval in 68-71 (6 students' /25%). The least students' 64-67 (3 students' /12%).

Table 13
Frequency Distribution of The Variables

No	Interval class	Mid point	Frequency	Percentages
1	60- 63	61.5	5	20.83%
2 F	64- 67	65.5	3	12.5%
3	68- 71	69.5	6	25%
4	72- 75	73.5	4	16.66%
5	76- 79	77.5	3	12.5%
6	80- 83	81.5	3	12.5%
	I=4		24	100%

C

lear description of data is presented in histogram. Based on table above, the frequency of students' score from 60-63 was 5, 64-67 was 3, 68-71 was 6, 72-75 was 4, 76-79 was 3, 80-83 was 3. The histogram shows that the highest interval (80-83) was 3, and the lowest interval was (60-63) was 5.

Frequency
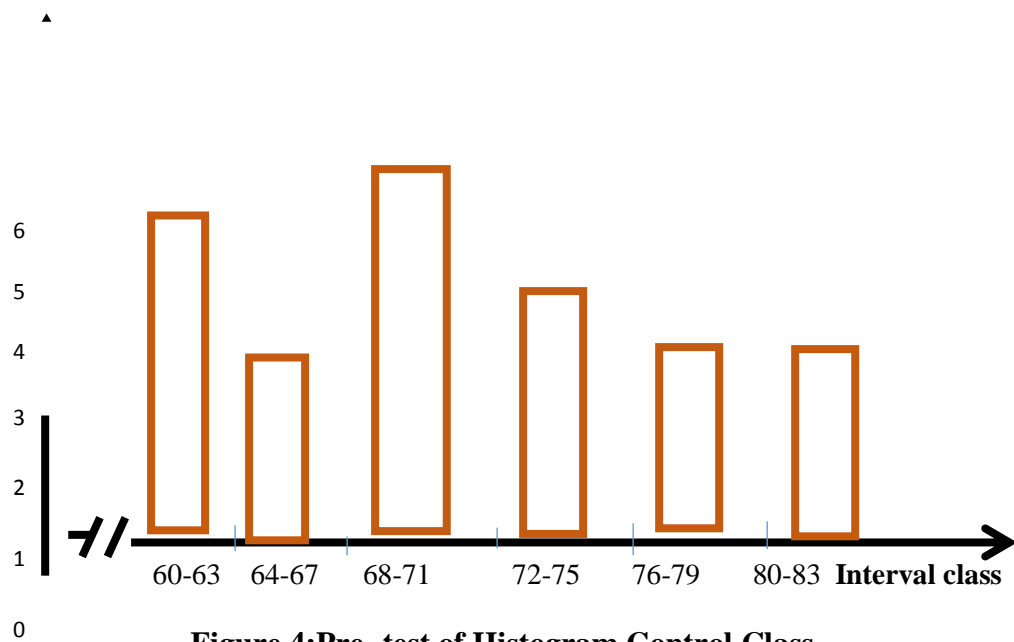
Figure 4:Pre- test of Histogram Control Class

B.   Hypothesis Test

After calculating the data of post- test, researcher found that post- test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametics test by using T- test to analyze the hypothesis. Theresult can be seen from the mean score. To see the effect on students' vocabulary mastery, the researcher woul present the data analize in the table below:

Table14
GroupStatistics

	Kelompok	N	Mean	Std.Deviation	Gain Score
Pre-test	**Experimental class**	24	51.95	8.92	
	Control class	24	51.83	10.94	5.9
Post-test	**Experimental class**	24	76.5	9.27	
	Control class	24	70.5	6.55	

From the table above, it shows that the experimental class is higher than control class. The score can be seen from the mean. The score in experimental class was 76.5 and the score in control class was 70.5. It means there is a change point on students' vocabulary mastery after using Scrabble Game

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, Ho is accepted. Second, $t_{count} > t_{table}$, Ha is accepted. Based on researcher calculating in pre-test, researcher found t_{count} 0.57 while t_{table} 1.684 with opportunity $(1-\alpha)$ =1-5%=95% and dk= n1+n2-2= 24 + 24 − 2= 46. Cause $t_{count} < t_{table}$ (0.57<1.684), it means that hypothesis Ha was rejected and Ho was accepted. So, in pre-test, two classes were same. There is no different in both of classes. But, in post-test, researcher found that t_{count} 3.42 while t_{table} 1.684 with sopportunity $(1-\alpha)$= 1-5%=95% and dk= n1+n2-2=24 +24 − 2= 46. Cause $t_{count} > t_{table}$ (3.42>1.684), it means that hypothesis Ha was accepted and Ho was rejected. So there was the significant effect of using scrabble game to students' vocabulary mastery at Grade VIII MTs N 3 Padang Lawas Utara.

The calculating can be seen on the appendix 14 and 15. The result of independent sample T-test was as follow :

Table 15
Result of T-test from the Both Averages

Pre- test		Post- test	
t_{count}	t_{table}	t_{count}	t_{table}
0.57	1.684	3.42	1.684

C. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 51.95 and in post-test was 76.5. then the mean score of control class in pre-test was 51.83 and in post-test was 70.5.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Related to the theory from Melvin L Siberman says that the scrabble game is a technique that enables students' to join together at the end and celebrate what they have experienced together[62]. Based on the related findings, Thesis by Hajar, he conclude that there is the effect of using scrabble game'to students' vocabulary mastery with data analysis in experimental class, the mean score of post-test was higher thanthe mean score of pre-test (64.39>50.76) and there was statically significant because of the t-test of post-test where probability value was lower than alpa (0,00<0.05)[63]. while in control class, the mean score of post-test was also higher than the mean score of pre-test

---

[62] Arie Wijaya Hajar, "*Improving Students' Vocabulary Through Scrabble Game*", Thesis (Palopo: IAIN Palopo, 2019), p.5

[63]Siti Nurhayati, " *The Effectiveness of Scrabble Game to Improve Students' Vocabulary Mastery*", Thesis (Bandung University, 2019), p. 41

(54.85>49.24) and there was no statistically significant because probability value was higher than alpa (0.080>0.05). So, it was same with the result of this thesis that the implication of scrabble game was suitable to teach students' vocabulary mastery and give a positive effect on students' vocabulary mastery. It can be seen from the mean score of experimental in pre-test was 51.95 and in post-test 76.5.Then, the mean score of control class in pre-test was 51.83 and in post-test 70.5.

Next, Nurhayati, conclude that the result of her research shows that there is an effective to the students' vocabulary mastery using scrabble game. It can be seen from the result of pre-test and post-test score was analyzed through the t-test formula to find out whether or not scrabble game is effective[64]. Based on the computation result by using t-test formula, with df=N-1=32-1=31 at p= 0.05 0f two tailed, the critical value of t is 2.042. the findings showed that t-obtained is higher than t_{table} (12.65>2.042.

This proofs show that scrabble game in teaching students' vocabulary mastery. So, scrabble game has given the effect to the research that has been done by the researcher or the other researcher who mentioned in related findings.

---

[64]Melvin L. Siberman," *Active Learning: 101 Strategies to Teach Any Subject"*, (USA: Allyn and Bacon Boston, 1996) p. 186

D. The Threats of the Research

There were some aspect that could threat for this research as follow:

1. The students' were develop the words into same words in the class.

2. The sudents' needed more time for working pre-test and post-test.

3. The limited english books (especially about scrabble book) .

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research are :

1. Before using scrabble game, the mean score of pre-test for experimental class was 51.95 and the mean score of control class was 51.83.

2. After using scrabble game, the mean score of experimental class was higher than before using scrabble game, the mean score of post-test for the experimental class was 76.5 and the mean score of post-test for control class taught by conventional method was 70,5.

3. The researcher found the research result of t-test where ţo was higher than ţt was 3.42 and ţt was 1.684 (3.42>1.684). it means that Ha was accepted, so there was a significant effect of scrabble game to students' vocabulary mastery at grade VIII MTs N 3 Padang Lawas Utara.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore. From that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion. As follow:

1. From the researcher result it is expected to the headmaster to suggest the English teacher to apply the various method in learning

process such as scrabble game because this game can achieve the students vocabulary especially in personal invitation sub topic and also to guide the English teacher to in teaching vocabulary.

2. From the researcher result it is also expected to the English teacher to apply scrabble game as a reference in teaching vocabulary to make learning process more active.

3. The researcher suggest to another researcher to use this game in solving another problems and find out another factors that face by students' in learning English process.

REFERENCES

Abdullah M. K. *The New Complete English Grammar*. Jakarata: Pustaka Sandro Jaya. 2015.

An Analysis on Students' Vocabulary Mastery A Descriptive Study https://www.google.com.

Angraini Anisa. " *The Effect Of Scrabble Game Towards Students' English Vocabulary* Of First Grade At SMA 9 Pekanbaru" Thesis. Pekanbaru: Universitas Islam Riau. 2019. https://repository.uir.ac.id//id/eprint/7698 accessed at June 20th,2021 retrieved on 12.01 pm.

Collins English Dictionary. *"Game Defenition and Meaning"* http://collinsdictionary.com/dictionary/english/game Accessed 20 Juni 2022 09: 00 pm.

Dakhi Saniago. " *The Principles And Teaching of English Vocabulary*." Journal Of English Teaching. Vol 5. No 1. February 2019. http://ejournal.uki.ac.id/index.php/jet/article/view/956 accessed at July 10th, 2021 retreived on 19.00 am

Defenition and Example of Function Words in English http://www.\thought.com/function-word-grammar-1690876 accessed at September 15 ,2021 retreived on 18.00 am.

Doff Adrian, *Teach English A Training Course For Teacher On Teachers' Work Board* (New York: Cambridge University Press, 1988).

Frank Marcella . *Modern English*. New York: Prentice Hall. 1972.

Grosma Barry. *Scrabble for Beginners* . Inggris: Chambers Harrap. 1998.

Hajar Arie Wijaya. "*Improving Students' Vocabulary Through Scrabble Game*. "Thesis .Palopo: IAIN Palopo. 2019. http://repository.iainpalopo.ac.id/1322/1/ARIE%20WIJAYA%20HAJAR. pdf accessed at September 15th, 2021 retreived on 18.00 am

Hapsari Ratih Sriwulan." *The effect of scrabble game to the eight grade students' vocabulary mastery* at SMPN 1 Semen " Thesis. Kediri : Universitas Nusantara PGRI Kediri. 2017.http:simki.unpkediri.ac.id/mahasiswa/file-_artikel/2017/12.1.01.08.0212.pdf. accessed at July 15th, 2021 retreived on 19.32 am.

Hinebaugh Jeffrey P. *A Board Game Education*. New York: Rowman and Littlefield Education. 2009.

Hornby A S. *Oxford Advance Leaner's Dictionary*. Oxford University Press, 1985

Hornby A.S. *Oxford Advanced Leaners' Dictionary*. Walton Street: Oxford University Press . 1995.

How to improve Your Vocabulary: https://www.masterclass.com.

Injeeli Prudent. *Mind Your Words: Master the Art of Learning and TeachingVocabulary* . Singapore: Trafford. 2013.

Ishwati Husam Rusdi. " *The Effects of Game Strategy on Learning of English Grammar for the Twelfth Grade Students*". Thesis. Gaza: University of Gaza. 2011. https://mobt3ath.com/pdf.php?ext=pdf&id=3139&tit=the_effects_of_gam e_strategythe_learning_of_english_grammar_for_the_twelfth_grade_stude nts_%D8 accessed at June 17th, 2021 retreived 18.00 am

Joe Rhatigan. *101 Games to Play Before You Grow Up* .USA: The Quarto Group. 2018.

K. Montgomery Judy ." *The Bridge of Vocabulary*" June 2017. https://www.pearsonassesment.com/store/usaassessments/en/Store/Professi onal-Assesments/Speech-%26-Language/The-Bridge-of-Vocabulary%3A-Evidence-Based-Activities-for-Academic-Success/p/100000573.html accessed at September 9th, 2021 retreived on 20.20 am

Lidiasari Yuli. Sofian. and Iwan Supardi. *'Using Scrabble Game in Improving Students' Vocabulary Mastery of SMP Negri 1 Jawai'*. Jurnal Pendidikan Dan Pembelajaran Khatulistiwa. 6.12 .2017. https://jurnal.untan.ac.id/index.php/jpdpb/article/view/23217 accessed at Oktober 15th, retreieved on 17.00 pm

M.Guthrie Elizabeth. ' Richards. Jack C. and Theodore S. Rogers. *Approaches and Methods in Language Teaching: A Description and Analysis* . Cambridge: Cambridge University Press. 1986. *The Canadian Modern Language Review*. 44.3 1988. 551p.<https://doi.org/10.3138/cmlr.44.3.551>.

Mariyah Atik Dewi." *The Use Of Word Games To Teach Vocabulary To Students'* at SMP Al- Islah Surabaya" Thesis Surabaya: Sunan Ampel State Islamic University.2020. http://digilib.uinsby.ac.id/43964/2/Atik%20Dewi%20Mariyah_D7521608 1.pdf accessed at April 12th, retrieved on 09.00 pm.

Martin. high school English and compositon. https://books.google.com/books/about/High_School_English_Grammar_ accessed on 29 november 2022, at 20.20 am

Martin. *High School English Grammar*. Jakarta: PrasadaRao. 2017.

Masela Agie. '*The Importance of Scrabble Game : An Experimental Analysis of the Eighth Graders ' Vocabulary Mastery* at SMP Eka Wijaya Cibinong'. journal english teaching. vol 3. no. 3. Oktober 2017. https://media.neliti.com/media/publications/256891-the-importance-of-scrabble-game-an-exper-f20c49f4.pdf accessed at 15 September 14th , rertreived on 19.00 am

Rayani Fitri and Friends. *Improving Students Vocabulary Mastery Through Crossword Puzzle Technique* at SD Muhammadiyah 1 Padangsidimpuan. Jurnal Iain Padangsidimpuan.Ac.Id/Index.Php/TZ 04. No.1 June 2018. 2020. Https://Doi.Org/10.24952/Tazkir.V4il.1067. Accessed at February 3rd, 2023 retreived on 07.31 am.

Read John. '*The Place of Vocabulary in Language Assessment'. Assessing Vocabulary*. 2010. 1<https://doi.org/10.1017/cbo9780511732942.

Ryandita Diaz Putri. " *The Influence of Scrabble Game In Teaching Vocabulary Mastery At Tenth Grade Students' Of SMKN 7 Pandeglang*." Journal Project. Vol 2. No 1. January 2019. https://journal.ikipsliwangi.ac.id/index.php/project/article/download/1746/pdf accessed at Oktober 16th, 2021 retreived 23.00 am

Santa Ana College Learning Centre, *what is noun*. California: Learning Centre .2015.

Sari Diana Fauzia and Friends. " *Scrabble Technique: A Game Changer For English Vocabulary Learning*." *Journal Of Language, Education. And Humanities*. Volume 10. No 1. November 2022.https://jurnal.ar-raniry.ac.id/index.php/englisia/article/view/12388 accessed at Oktober 13rd 2021 retreived on 21.00 am

Shohamy Elana and Kate Menken, 'Language Assessment'. *The Handbook of Bilingual and Multilingual Education*. 2015. 253–69 <https://doi.org/10.1002/9781118533406.ch15>.

Taranov Andrey .*Czech vocabulary for English speakers-9000 words* America: Boos on Demand 2013.

CURICULUM VITAE

A. Identify

Name   : Rahmadani Siregar

Registration Number   :18 203 00104

Place/Date of Birthday   : Pasar Sipiongot 15th September 1998

Sex   : Female

Religion   : Islam

Address   : Pasar Sipiongot, Jl. Sudirman

B. Parents

Father's Name   : Ali Muh Emri Siregar

Mother's Name   : Nuraini Harahap

C. Educational Background

1. Elementary School : SDN 100360 (2011)
2. Junior High School   : MTS Darussalam Parmeraan (2014)
3. Senior High School   : SMA N 1 Dolok (2017)
4. University   : UIN Syekh Ali Hasan Ahmad Addary (2018- 2023)

LESSON PLAN EXPERIMENTAL CLASS

School : **MTs N 3 Padang Lawas Utara**

Subject : **Bahasa Inggris**

Class/ Semester ; **VIII / Ganjil**

Times : **2 x 30 minutes**

Topic : **Vocabulary (Noun)**

A. Kompetensi Inti

1. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanuasiaan, kebangsaan, kenegaraan, dan perdaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minat nya untuk memecahkan masalah.

2. Mengelola, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurangi, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, mengambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang di wujudkan dalam semangat belajar.

2. Merespon makna yang terdapat dalam instruksi dan informasi secara akurat dan lancar yang berkaitan dengan lingkungan sekitar.

C. Indikator

1. Siswa mampu membaca kosakata bahasa inggris dengan baik
2. Siswa mampu mengartikan kosakata bahasa inggris dengan baik
3. Siswa mampu melafalkan kosakata bahasa inggris dengan lancar

D. Tujuan Pembelajaran

1. Siswa mampu mengucapkan dan menyebutkan kosakata yang ada di lingkungan sekitar

2. Siswa mampu mengaplikasikan kosakata dalam kehidupan sehari-hari

E. Media Pembelajaran   : Scrabble Game
F. Learning Steps

Step	Activities	Procedures	Time
Presentation	Warm up	a. Greeting and Introduction self b. Asking the students' condition c. Ice breaking d. Giving motivation to the students before giving the material	
	Language focus	a. Mention the topic of describing that will be learned today	
	Concept checking	b. Can we start ? c. Do you have a question ?	
Practice	Controlled practice/ skill practice	a. Give explanation completely about noun and give instruction before doing the activity b. Give the topic to the students c. Dividing the students into some groups, one group consist 6 member, and sit according to their group d. Ask the students to make a group name e. Give explanation about Scrabble game f. Give the students the scrabble game worksheet g. Give the students instruction to focus on their scrabble game worksheet and answer question correlated the topic h. The students are given 10 minutes to pay attention to their own paper i. After that the students	

		are pointed one of in each group to describe one new vocabulary or asking students to retell their answer in short talk in front of the class	
Production	Practice result/ close the activity	j. Give some correction about their mistake k. Ask about the difficulties of students during teaching learning process l. Closing the class and praying	

H. Material and media

1. Book
2. Internet
3. White board
4. Board marker

I. Pedoman penilaian

1. Jawaban benar x 5
2. Jawaban salah 0

No	Number of Score	Predicate
1	80 – 100	Very good
2	66- 79	Good
3	56- 65	Enough
4	41- 55	Less
5	40 – 0	Bad

Sipiongot   2022

The Teacher   TheResearcher

Ahmad Dahlan, S. Pd   **Rahmadani Siregar**

APPENDIX 2

LESSON PLAN CONTROL CLASS

School : MTs N 3 Padang Lawas Utara

Subject : Bahasa Inggris

Class/ Semester ; VIII / Ganjil

Times : 2 x 30 minutes

Topic : Vocabulary (Noun)

A. Kompetensi Inti

1. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanuasiaan, kebangsaan, kenegaraan, dan perdaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minat nya untuk memecahkan masalah.

2. Mengelola, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurangi, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, mengambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang di wujudkan dalam semangat belajar.

2. Merespon makna yang terdapat dalam instruksi dan informasi secara akurat dan lancar yang berkaitan dengan lingkungan sekitar.

C. Indikator

1. Siswa mampu membaca kosakata bahasa inggris dengan baik
2. Siswa mampu mengartikan kosakata bahasa inggris dengan baik
3. Siswa mampu melafalkan kosakata bahasa inggris dengan lancar

D. Tujuan Pembelajaran

4. Siswa mampu mengucapkan dan menyebutkan kosakata yang ada di lingkungan sekitar
5. Siswa mampu mengaplikasikan kosakata dalam kehidupan sehari- hari

E. Media Pembelajaran   : Conventional Method

F. Learning Steps

Step	Activities	Procedures	Time
Presentation	Warm up	a. Greeting and Introduction self b. Asking the students' condition c. Ice breaking d. Giving motivation to the students before giving the material	
	Language focus	a. mention the topic that we have learnd today	
	Concept checking	b. Can we start ? c.Do you have a question?	
Practice	Controlled practice/ skill practice	a. Give explanation completely about noun and give instruction before doing the activity b. Give the topic to the students c. Dividing the students into some groups, one group consist 6 member, and sit according to their group d. Ask the students to make a group name e. Give the students instruction to focus on their worksheet and answer question correlated the topic f. The students are given 10 minutes to pay attention to their own paper g. After that the students are pointed one of in each group to describe one new vocabulary or asking students to	

		retell their answer in short talk in front of the class	
Production	Practice result/ close the activity	a. Give some correction about their mistake b. Ask about the difficulties of students during teaching learning process c. Closing the class and praying	

G. Material and media

5. Book
6. Internet
7. White board
8. Board marker

H. Pedoman penilaian

3. Jawaban benar x 5
4. Jawaban salah 0

No	Number of Score	Predicate
1	80 – 100	Very good
2	66- 79	Good
3	56- 65	Enough
4	41- 55	Less
5	40 – 0	Bad

Sipiongot   2022

The Teacher   The Researcher

Ahmad Dahlan, S. Pd   **Rahmadani Siregar**

APPENDIX 3

Instrument for Vocabulary Pre- test

Nama :

Class   :

Choose the correct answer.

1. An example of cheap transportation is….
   a. Bus   c. Plane
   b. Taxi   d. Private jet
2. If you want to travel by plane, you must go to the….
   a. Hotel   c. Station
   b. Airport   d. Mall
3. The followings are some public transportation, except…
   a. Jet   c. Train
   b. Bus   d. Taxi
4. Something that you find in library are….
   a. Bed and Books   c. Tv and Ball
   b. Books and Newspaper   d. History book and Soap
5. My father is reading …… in the office now
   a. A newspaper   c. A speaker
   b. A television   d. A radio
6. My grandmother always tell me to wash my ……. Before eating something
   a. Teeth   c. Feet
   b. Face   d. Hands
7. ….. is a spacy food Indonesia
   a. Cake   c. Pudding
   b. Rendang   d. Chocolate
8. We cancel having dinner at the restaurant because all …… are booked
   a. Tables   c. Chairs
   b. Rooms   d. Foods
9. We need ….. to bring our school books
   a. Uniform   c. Pencil case
   b. Bag   d. Wallet
10. Before entering someone's house, we must …… on the door
    a. Cry   c. Hit
    b. Scream   d. Knock
11. We buy a book in a
    a. Market   c. Book Store
    b. Fruit Store   d. Studio music
12. …… is the place for students' to study
    a. Library   c. Teachers' office

b. Classroom   d. School canteen

13. My apple tree has many …
- a. Leaf
- c. Leavs
- b. Leaves
- d. Leafs

14. Do not play with the …. In the kitchen …
- a. Knife
- c. Knive
- b. Knifes
- d. Knives

15. The ….. in that empty house are so many
- a. Mouse
- c. Snake
- b. Dog
- d. Bird

16. I need ….. to buy food or drink
- a. Money
- c. Book
- b. Paper
- d. Wallet

17. ….. is a kind of Indonesia food
- a. Pizza
- c. Sushi
- b. Fried Frice
- d. Bread

18. I do not know the ……. To buy some books
- a. House
- c. Studio
- b. Place
- d. Clinic

19. I like to go to village because I can feed the ..
- a. Sheeps
- c. Leave
- b. Water
- d. Ship

20. ….. is the place to borrow some books at school
- a. Canteen
- c. Teacher Room
- b. Library
- d. Class

APPENDIX 4

Instrument for Vocabulary Post-test

Nama :

Class   :

Choose the correct answer

1. She drink ….. every morning
    a. Milk
    b. Hot drink
    c. Soup
    d. Tea
2. The students' are playing
    a. Dolls
    b. Cooking
    c. Football
    d. Water
3. She write a
    a. Pencil
    b. Box
    c. Letter
    d. Pen
4. I leave my book in the
    a. Canteen
    b. Classroom
    c. Garden
    d. Street
5. She eats a …
    a. Cake
    b. Sugar
    c. Rice
    d. Butter
6. Anton eats some cookies and drink some
    a. Tea
    b. Pasta
    c. Pie
    d. Soup
7. Jailani are afraid of …
    a. Cat
    b. Tigers
    c. Snake
    d. Rabbit
8. We must throw the rubbish in to the
    a. River
    b. Floor
    c. Sea
    d. Dustbin
9. They walk across the….
    a. River
    b. Street
    c. Lake
    d. Sea
10. Rita is sweeping
    a. The table
    b. The floor
    c. The cupboard
    d. The chair
11. Mother has put some …. Into the soup.
    a. Oil
    b. Salt
    c. Flour
    d. Butter
12. The children usually like …
    a. Wortel
    b. Candy
    c. Kol
    d. Saus
13. My mother buys fruit in the..
    a. Bookstore
    c. On street

b. Market   d. Library
14. The teachers' duty is to…. The students in the school
    a. Teach   c. Work
    b. Play   d. Play
15. You can find…. In the kitchen .
    a. Stove   c. Towel
    b. Book   d. Pillow
16. My mother is a tailor, she makes…
    a. Clothes   c. Book
    b. Newspaper   d. Pillow
17. An example of expensive transportation ..
    a. Plane   c. Train
    b. Bus   d. Private jet
18. Something that you can find in the bedroom …
    a. Pillow   c. Bread
    b. Rice   d. Cat
19. My father read a …
    a. Newspaper   c. Whatsapp
    b. Facebook   d. Twitter
20. My mother sweeping the ..
    a. Floor   c. Chair
b. Table   d. Bathroom

APPENDIX 5

Score of Experimental Class in Pre-Test

No	The Name of Students (n)	Test score
1	Ardiyansyah Siregar	30
2	Alda Siregar	40
3	Amelia Sahrini Siregar	45
4	Halomoan Siregar	30
5	Halian Pane	35
6	Hapija Dongoran	50
7	Intan Rambe	52
8	Jailani Siregar	40
9	Karimuddin Rambe	50
10	Lisa Najwa Daulay	60
11	Mutia Hapis Rambe	55
12	Naga Syahputra Rambe	40
13	Putri Anastasyah Rambe	65
14	Pita Herawati Harahap	65
15	Randi Gunawan	54
16	Rusmawati Siregar	55
17	Siti Aisyah Siregar	70
18	Syahrul Rambe	60
19	Sapdan Maulana	65
20	Seri Wahyuni Rambe	62
21	Sarpin Halomoan Tanjung	60
22	Yuliana Dongoran	70
23	Zalpa Dongoran	65
24	Zulham Rambe	45
Total		**1243**

APPENDIX 6

Score of Control Class in Pre-test

No	The Name of Students (n)	Test score
1	Aje Linda Rambe	70
2	Al Amin Pasaribu	40
3	Alpin Rambe	65
4	Amris Puri Rambe	35
5	Dedi Mulia Siregar	54
6	Desiana Harahap	45
7	Edo Kantan Daulay	60
8	Ermida Yanti Siregar	54
9	Henni Siregar	75
10	Hotma Wati Ritonga	50
11	Irpan Tanjung	46
12	Juli Ermina Siregar	60
13	Lenni Siregar	55
14	Masna Harahap	55
15	Melina Siregar	40
16	Mhd Anwar Simbolon	50
17	Nur Halima Ritonga	50
18	Nur Kholila Nasution	44
19	Sapriadi Siregar	54
20	Sartika Rambe	45
21	Siddik Rambe	45
22	Siti Sahara Dongoran	65
23	Suci Rahayu Ritonga	30
24	Supriadi Harahap	48
Total		**1235**

APPENDIX 7

Score of Experimental Class in Post-Test

No	The Name of Students (n)	Test score
1	Ardiansyah Siregar	60
2	Alda Siregar	95
3	Amelia Sahrini Dongoran	65
4	Halomoan Siregar	60
5	Haluan Pane	80
6	Hapija Dongoran	95
7	Intan Rambe	70
8	Jailani Siregar	75
9	Kaminuddin Rambe	85
10	Lisa Najwa Daulay	65
11	Mutia Hapis Rambe	82
12	Naga Syahputra Rambe	72
13	Putri Anastasyah Pane	84
14	Pita Herawati Harahap	80
15	Randi Gunawan	65
16	Rusma Wati Siregar	75
17	Siti Aisyah Siregar	80
18	Sahrul Rambe	70
19	Sapdan Maulana	80
20	Seri Wahyuni Rambe	80
21	Sarpin Halomoan Tanjung	75
22	Yuliana Dongoran	80
23	Zalpa Dongoran	85
24	Zulham Rambe	82
Total		**1840**

APPENDIX 8

Score of Control Class in Post-test

No	The Name of Students (n)	Test score
1	Aje Linda Rambe	60
2	Al Amin Pasaribu	62
3	Alpin Rambe	70
4	Amris Puri Rambe	62
5	Dedi Muliadi Siregar	78
6	Desiana Harahap	60
7	Edo Kantan Daulay	70
8	Ermida Yanti Siregar	70
9	Henni Siregar	80
10	Hotma Wati Ritonga	60
11	Irpan Tanjung	70
12	Juli Ermina Siregar	80
13	Lenni Siregar	65
14	Masna Harahap	79
15	Melina Siregar	64
16	Mhd Anwar Simbolon	70
17	Nur Halima Ritonga	77
18	Nur Kholila Nasution	70
19	Sapriadi Siregar	64
20	Sartika Rambe	75
21	Siddik Rambe	72
22	Siti Sahara Dongoran	83
23	Suci Rahayu Ritonga	72
24	Supriadi Harahap	74
Total		**1687**

APPENDIX 9

The Score of Pre-Test and Post-Test at Experimental Class

No	The Name of Students (n)	Pre test	Post test
1	Ardiansyah Siregar	30	60
2	Alda Siregar	40	95
3	Amelia Sahrini Dongoran	45	65
4	Halomoan Siregar	30	60
5	Haluan Pane	35	80
6	Hapija Dongoran	50	95
7	Intan Rambe	52	70
8	Jailani Siregar	40	75
9	Karimuddin Rambe	50	85
10	Lisa Najwa Daulay	60	65
11	Mutia Hapija Rambe	55	82
12	Naga syahputra Rambe	40	72
13	Putri Anastasyah Pane	65	84
14	Pita Herawati Harahap	65	80
15	Randi Gunawan	54	65
16	Rusmawati Siregar	55	75
17	Siti Aisyah Siregar	70	80
18	Sahrul Rambe	60	70
19	Sapdan Maulana	65	80
20	Seri Wahyuni Rambe	62	80
21	Sarpin Halomoan Tanjung	60	75
22	Yuliana Dongoran	70	80
23	Zalpa Dongoran	65	85
24	Zulham Rambe	45	82
Total		**1243**	**1840**

APPENDIX 10
The Score of Pre-Test and Post-Test at Control Class

No	The Name of Students (n)	Pre test	Post-test
1	Aje Linda Rambe	45	60
2	Al Amin Pasaribu	50	62
3	Alpin Rambe	30	70
4	Amris Puri Rambe	40	62
5	Dedi Muliadi Siregar	35	78
6	Desiana Harahap	54	60
7	Edo Kantan Daulay	50	70
8	Ermida Yanti Siregar	44	70
9	Henni Siregar	55	80
10	Hotma Wati Ritonga	50	60
11	Irpan Tanjung	54	70
12	Juli Ermina Siregar	60	80
13	Lenni Siregar	40	65
14	Masna Harahap	65	79
15	Melina Siregar	45	64
16	Mhd Anwar Simbolon	70	70
17	Nur Halima Ritonga	55	77
18	Nur Kholila Nasution	45	70
19	Sapriadi Siregar	54	64
20	Sartika Rambe	75	75
21	Siddik Rambe	48	72
22	Siti Sahara Dongoran	65	83
23	Suci Rahayu Ritonga	60	72
24	Supriadi Harahap	46	74
Total		**1235**	**1687**

APPENDIX 11

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Experimental Class (VIII-A)

1. The score of VIII-A Class in pre-test from low score to high score:

30	30	35	40
40	40	45	45
50	50	52	54
55	55	60	60
60	62	65	65
65	60	70	70

2. High = 70

Low = 30

Range (R) = high score – low score

= 70 - 30

= 40

3. Total of classes (K) = 1 + 3.3 log(n)

= 1 + 3.3 log(24)

= 1 + 3.3 (1.38)

= 1 + 4.55

= 5.55

= 6

4. Length of Classes $= \dfrac{\text{range}}{\text{total of classes}} = \dfrac{40}{6} = 6.66\ (7)$

Interval Class			F	Fcum	X	fx	$\bar{x}$	$f(x-\bar{x})^2$
30	-	36	3	3	33	99		1.07
37	-	43	3	6	40	120		428.40
44	-	50	4	10	47	188		98.01
51	-	57	6	16	54	324	51.95	25.21
58	-	64	4	20	61	244		327.61
65		71	4	24	68	272		1.030.41
Total			24		303	1247		1.910.71

5. Mean

$$x = \frac{\sum fx}{\sum f}$$

$$= \frac{1247}{24} \qquad\qquad = 51.95$$

6. Median

$$M_e = \text{Bb} + i \left(\frac{\frac{n}{2} - fcum}{f} \right)$$

$$= 50.5 + 7 \left(\frac{12 - 10}{6} \right)$$

$$= 50.5 + 7\,(0.33) = 50.5 + 2.31$$

$$= 52.81$$

7. Modus

$$Mo = L + i \left(\frac{d1}{d1 + d2} \right)$$

$$= 50.5 + 7 \left(\frac{2}{2 + 2} \right) = 50.5 + 7\,(0.5)$$

$$= 50.5 + 3.5$$

$$= 54$$

8. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{1.910.71}{24}} = \sqrt{79.61} = 8.92$$

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Real Upper Limit	Z-score	Limit large of area	Larg e of area	Fh	Fo	$\left(\frac{fo-fh}{fh}\right)^2$
30- 36	29.5	-2.51	0.4940			3	
	36.5	-1.73	0.4582	0.0358	0.85		5.43
37-43	43.5	-0.94	0.3264	0.1318	3.16	3	0.00
44-50	50.5	-0.16	0.0636	0.2628	6.30	4	0.83
51- 57	57.5	0.62	0.2324	0.1688	4.05	6	0.93
58-64	64.5	1.40	0.4192	0.1868	4.48	4	0.05
65-71	71.5	2.19	0.4857	0.0665	1.596	4	3.62
Total	X^2						10.86

Based on table before, the researcher found that x^2_{count}= 10.86 while x^2_{table}= 11.

070 Cause $x^2_{count} < x^2_{table}$ (10.86< 11.070) with degree of freedom(dk) = 6- 1 = 5

ands significant level α = 5%. So distribution of VIII A in pre-test was normal.

B. Result of Normality Test of Control Class (VIII B)

1. The score of VIII B class in pre-test from low score to high score

30	35	40	40	44
45	45	45	46	48
50	50	50	54	54
54	55	55	60	60
65	65	70	75	

2. High = 75

Low = 30

Range (R) =high score –low score

=75 - 30

=45

3. Totalofclasses (K) $\quad$ =1 +3.3 log(n)
$$=1 +3.3 \log(24)$$
$$=1 +3.3 (1.38)$$
$$=1 + 4.55$$
$$= 5.55$$

4. Length of Classes $\quad = \dfrac{\text{range}}{\text{total of classes}} = \dfrac{45}{6} = 7.56\ (8)$

Interval Class			F	Fcum	X	Fx	x	$f(x- \bar{x})^{\wedge} 2$
30		37	2	2	33.5	67	51.83	671.97
38		45	6	8	41.5	249		640.25
46		53	5	13	49.5	247.5		27.14
54		61	7	20	57.5	402.5		225.04
62		69	2	22	65.5	131		373.73
70		77	2	24	73.5	147		939.17
			24		**321**	**1.244**		**2.877.3**

5. Mean

$$\frac{\sum fx}{\sum f}$$

$$= \frac{1.244}{24}$$

$$= 51.8$$

6. Median

$$M_e = Bb + i\left(\frac{\frac{n}{2}-f}{fm}\right)$$

$$= 53.5 + 8\left(\frac{12-13}{7}\right)$$

$$= 53.5 + 8(0.14) = 53.5 + 1.12$$

$$= 54.62$$

7. Modus

$$Mo = L + i\left(\frac{d1}{d1+d2}\right)$$

$$= 53.5 + 8\left(\frac{2}{2+5}\right) = 53.5 + 8\ (0.28)$$

$$= 53.5 + 2.24$$

$$= 55.74$$

8. Standart deviation $= \sqrt{\frac{2.877.3}{24}} = \sqrt{} = 119.88 = 10.94$

Table of Normality Test with Chi Quadrate Formula

	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	Fh	Fo	$\left(\frac{fo-fh}{fh}\right)^{\wedge}2$
30 - 37	29.5	-2.04	0.4793			2	0.01
	37.5	-1.30	0.4032	0.0761	1.82		
38 - 45	45.5	-0.57	0.2157	0.1875	4.5	6	0.5
46 - 53	53.5	0.15	0.0596	0.1561	3.74	5	0.42
54- 61	61,5	0.88	0.3106	0.251	6.02	7	0.15
62- 69	69.5	1.61	0.2291	0.0815	1.95	2	0.00
70 - 77	77.5	2.34	0.4004	0.1713	4.11	2	1.08
Total							2.16

$$x^2 = 2.16$$

Based on table before, the researcher found that x^2_{count}= 2.16 while x^2_{table}= 11.070 Causex^2_{count}<x^2_{table} (2.16 < 11.070) with degree of freedom(dk) = 6-1 = 5 and significant level α = 5%. So distribution of VIII B in pre-test was normal

APPENDIX 11

RESULT OF NORMALITY TEST IN POST-TEST

C. Result of Normality Test of Experimental Class (VIII A)

1. The score of VIII A class in post-test from low score to high score:

60	60	65	65	65
70	70	72	75	75
75	80	80	80	80
80	80	82	82	84
85	85	95	95	

2. High = 95

Low = 60

Range =high –low

=95 – 60

=35

3. Total of Classes =1 +3.3 log(24)

=1 +3.3 (1.38)

=1 +4.55

= 5.55 (6)

4. Length of Classes $= \dfrac{\text{range}}{\text{total of classes}} = \dfrac{35}{6} = 5.83$ (6)

Interval Class		F	Fcum	X	Fx	$\bar{x}$	$f(x-\bar{x})^2$
60	65	5	5	62.5	312.5	76. 5	980
66	71	2	7	68.5	137		128
72	77	4	11	74.5	298		16
78	83	8	19	80.5	644		128
84	89	3	22	86.5	259.5		300
90	95	2	24	92.5	185		512
		24			465	1.836		2.064

5. Mean

$$Me = \frac{\sum fx}{\sum f}$$

$$= \frac{1.836}{24}$$

$$= 76.5$$

6. Median

$$M_e = \text{Bb} + i\left(\frac{\frac{n}{2} - fcum}{f}\right)$$

$$= 77.5 + 6\left(\frac{12-11}{8}\right)$$

$$= 77.5 + 6\,(0.12) = 77.5 + 0.72$$

$$= 78.2$$

7. Modus

$$Mo = L + i\left(\frac{d1}{d1 + d2}\right)$$

$$= 77.5 + 6\left(\frac{4}{4 + 5}\right)$$

$$= 77.5 + 6\,(0.44)$$

$$= 77.5 + 2.64$$

$$= 80.14$$

8. Standart deviation $= \sqrt{\frac{2.064}{24}} = \sqrt{} = 86 = 9.27$

Table of Normality Test with ChiQuadrate Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	Fh	Fo	$\left(\frac{fo-fh}{fh}\right)\wedge 2$
60- 65	59.5	1.83	0.4664			5	4.94
	65.5	1.18	0.3810	0.08	1.92		
66-71	71.5	0.53	0.2019	0.17	4.08	2	1.06
72-77	77.5	0.10	0.0398	0.16	3.84	4	0.10
78-83	83.5	0.75	0.2734	0.23	5.52	8	1.11
84-89	89.5	1.40	0.4192	0.14	3.36	3	0.03
90-95	95.5	2.04	0.4793	0.06	1,44	2	0.21
Total							7.24

$$x^2 = 7.24$$

Based on table before, the researcher found that x^2_{count}= 7. 24 while x^2_{table}=11.070.

Cause$x^2_{count} < x^2_{table}$ (7.24 < 11.070) with degree of freedom(dk) = 6-1 = 5 and significant level a = 5%. So distribution of VIII- A in post-testwas normal

D. Result of Normality Test of Control Class (VIII B)

1. The score of VIII B class in post-test from low score to high score:

60	60	60	62	62
64	64	65	70	70
70	70	70	70	72
72	74	75	77	78
79	80	80	83	

2. High = 83

Low = 60

Range (R) =high score –low score

=83 – 60

=23

3. Totalofclasse60s (K)   =1 +3.3 log(n)

=1 +3.3 log(24)

=1 + 3.3 (1.38)

= 1+ 4.55

= 5. 55 (6)

4. Length of Classes $= \dfrac{range}{total\ of\ classes} = \dfrac{23}{6} = 3.83\ (4)$

Interval Class		F	Fcum	X	Fx	x	$f(x - x)^{\wedge} 2$
60	63	5	5	61.5	307.5	70.5	405

64		67	3	8	65.5	196.5		75
68		71	6	14	69.5	417		6
72		75	4	18	73.5	294		36
76		79	3	21	77.5	232.5		147
80		83	3	24	81-5	244.5		363
			24		351.5	1692		1.032

5. Mean

$$\text{Me} = \frac{\sum f\,x}{\sum f}$$

$$= \frac{1.692}{24}$$
$$= 70.5$$

6. Median

$$M_e = \text{Bb} + i\left(\frac{\frac{n}{2} - f\,cum}{f}\right)$$

$$= 67.5 + 4\left(\frac{12-8}{6}\right)$$

$$= 67.5 + 4(0.66) = 67.5 + 2.64$$

$$= 70.14$$

7. Modus

$$Mo = L + i\left(\frac{d1}{d1 + d2}\right)$$

$$= 67.5 + 4\left(\frac{3}{3+2}\right)$$

$$= 67.5 + 4\,(0.6)$$

$$= 67.5 + 2.4$$

$$= 69.9$$

8. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{1.032}{24}} = \sqrt{43} = 6.55$$

TableofNormalityTest withChiQuadrate Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	Fh	Fo	$\left(\frac{fo-fh}{fh}\right)^2$
60- 63	59.5	1.67	0.4525			5	3.73
	63.5	-1.06	0.3554	0.09	2.16		
64- 67	67.5	-0.45	0.1736	0.18	4.32	3	0.40
68- 71	71.5	0.15	0.0596	0.11	2.64	6	4.27
72- 75	75.5	0.76	0.2764	0.21	5.04	4	0.21
76- 79	79.5	1.37	0.4147	0.13	3.12	3	0.00
80- 83	83.5	1,98	0.4761	0.06	1.44	3	1.69
Total							10.3

$$x^2 = 10.3$$

Based on table before, the researcher found that x^2_{count}= 10.3 while x^2_{table}=11.070. Causex^2_{count}<x^2_{table} (10.3 < 11.070) with degree of freedom(dk) = 6- 1 = 5 and significant level α = 5%. So distribution of VIII- B in post-test was normal.

APPENDIX 13
(HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental

class sample A and variant of the second class as control class sample B

was used homogeneity test by using formula as follows:

A. Variant of Experimental Class (VIII- A)

    1. Variant

$$S^2 = \frac{n \sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{24\,(67505) - (1243)^2}{24\,(24-1)}$$

$$= \frac{1620120 - 1545049}{24(23)}$$

$$= \frac{75071}{552}$$

$$= 135.99$$

    2. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{135.99}$$

$$= 11.66$$

B. Variant of Control Class (VIII- B)

    1. Variant

$$S^2 = \frac{n \sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{24\,(66229)-(1235)^2}{24\,(24-1)}$$

$$= \frac{1589496 - 1525225}{24\,(23)}$$

$$= \frac{64271}{552}$$

$$= 116.43$$

2. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{116.43}$$

$$= 10.79$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

$$= \frac{135.99}{116.43}$$

$$= 1.16$$

After doing the calculation, the researcher found that f_{count}=1.16 with α=5% and dk=24 and 24 from distribution list f, researcher found that f_{table}= 4.28, cause f_{count}<f_{table} (1.16 < 4.28). So, there is no different variant between VIII A and VIII B class. It means that the variantion pre-test was homogenous.

HOMEGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 was used homogeneity test by using formula as follows:

A. Variant of Experimental Class (VIII-A)

    1. Variant

$$S^2 = \frac{n \sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{24(143138) - (1840)^2}{24\,(24-1)}$$

$$= \frac{3435312 - 3385600}{24\,(23)}$$

$$= \frac{49712}{552}$$

$$= 90.05$$

    2. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{90.05}$$

$$= 9.48$$

B. Variant of Control Class (VIII- B)

1. Variant

$$S^2 = \frac{n \sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{24\,(119717) - (1687)^2}{24\,(24-1)}$$

$$= \frac{2873208 - 2845969}{24\,(23)}$$

$$= \frac{27239}{552}$$

$$= 49.34$$

2. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{49.34}$$

$$= 7.02$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

$$= \frac{90.05}{49.34}$$

$$= 1.82$$

After doing the calculation, the researcher found that $f_{count}= 1.82$ with α=5% and dk=24 and 24 from distribution list f ,researcher found that

f_{table}= 4.28, cause f_{count}<f_{table} (1.82< 4.28). So, there is no different variant between VIII A and VIII B class.It means that the variant post-test was homogenous.

APPENDIX 15

T-test of Both Averages in Pre-Test

The formula was used to analyses hypothesis test of both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\frac{((n_1-1)\, s_1^2 + (n_2-1)s_2^2)}{n_1+n_2-2}}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

$$= \frac{52.81 - 54.62}{\sqrt{\frac{((24-1)\, 135.99 + (24-1)\, 116.43)}{24 + 24 - 2}}\left(\frac{1}{24} + \frac{1}{24}\right)}$$

$$= \frac{1.81}{\sqrt{\frac{(23\,(135.99) + 23\,(116.43)\,)}{46}}}\left(0.04 + 0.04\right)$$

$$= \frac{1.81}{\sqrt{\frac{3.127.77 + 2.677.89}{46}}}\left(0.04 + 0.04\right)$$

$$= \frac{1.81}{\sqrt{\frac{(5.805.66)}{46}}}\left(0.08\right)$$

$$= \frac{1.81}{\sqrt{(126.21)\,(0.08)}}{46}$$

$$= \frac{1.81}{\sqrt{10.0968}}$$

$$= \frac{1.81}{3.17}$$

$$= 0.57$$

Based on researcher calculation result of hypothesis test of both averages,researcher found that t_{count}= 0.57 with opportunity (1-α)=1-5% =95%and dk =n1 + n2- 2= 24+ 24–2= 46,t_{table}= 1.684.So,t_{count}<t_{table}(0.57< 1.684) and Ho is rejected. It means no difference the average between the average of experimental class (VIII A) and control class(VIII B) in pre-test.

APPENDIX 16

T-test of Both Averages in Post-Test

The formula was used to analyses hypothesis test of both averages was t-test, that:

$$\text{Tt} = \cfrac{M1-M2}{\sqrt{\dfrac{\left((n1-1)\,s1^2+(n2-1)s2^2\right)}{n1+n2-2}}}\,(\frac{1}{n1}+\frac{1}{n2})$$

$$= \cfrac{78.22-70.14}{\sqrt{\dfrac{\left((24-1)\,90.05+(24-1)\,49.34\right)}{24+24-2}}}\,(\frac{1}{24}+\frac{1}{24})$$

$$= \cfrac{8.08}{\dfrac{\sqrt{(23\,(90.05)+23\,(49.34)\,)}}{46}}\,(0.04+0.04)$$

$$= \cfrac{8.08}{\dfrac{\sqrt{2.071.15+1.134.82}}{46}}\,(0.04+0.04)$$

$$= \cfrac{8.08}{\dfrac{\sqrt{(3.205.97)}}{46}}\,(0.04+0.04)$$

$$= \cfrac{8.08}{\sqrt{(69.69)\,(0.08)}}$$

$$= \cfrac{8.08}{\sqrt{5.5752}}$$

$$= \cfrac{8.08}{2.36}$$

$$= 3.42$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that t_{count}= 3.42 with opportunity (1-α)=1-5% =95% and dk =n1 + n2- 2= 24+ 24–2= 46, t_{table}= 1.684. So, t_{count}<t_{table}(3.42> 1.684) and Ha is accepted. It means there was difference average between the average of experimental class (VIII A) and control class(VIII B) in post-test. It can be concluded that there was the significant effect of scrabble game to students' vocabulary mastery at grade VIII MTs N 3 Padang Lawas Utara.

Appendix 17

Calculation of rpbi = in Pre-Test

A. Calculation of Pre-Test

1. Means score from score total (M_t)

Mt =

Mt = = 14.48

2. Standard Deviation (SD_t)

SD_t =

SD_t =

SD_t =

SD_t = = = 4.40

3. Means Score (M_p)

Item 1 M_p1=

M_p1 =

 M_p1 = = 14.52

Item 2 M_p2 =

M_p2 =

M_p2 = = 15.70

Item 3 M_p3 =

M_p3=

M_p3 = = 14.60

Item 4 M_p4 =

M_p4 =

 M_p4 = = 15.06

Item 5 M_p5 =

M_p5 =

$M_p5 = = 14.68$

Item 6 $M_p6 =$

$M_p6 =$

$M_p6 = = 17.58$

Item 7 $M_p7 =$

$M_p7 = =$

$M_p7 = = 15.93$

Item 8 $M_p8 =$

$M_p8 =$

$M_p8 = = 14.11$

Item 9 $M_p9 =$

$M_p9 =$

$M_p9 = 14.80$

Item 10 $M_p10 =$

$M_p10 =$

$M_p10 = = 14.77$

Item 11 $M_p11 =$

$M_p11 =$

$M_p11 = = 16.00$

Item 12 $M_p12 =$

$M_p12 =$

$M_p12 = = 16.16$

Item 13 $M_p13 =$

$M_p13 =$

$M_p13 = = 15.86$

Item 14 $M_p14 =$

$M_p14 =$

$M_p14 =$

Item 15 $M_p15 =$

$M_p15 =$

$M_p15 = = 15.11$

Item 16 $M_p16 =$

$M_p16 =$

$M_p16 =$

Item 17 $M_p17 =$

$M_p17 =$

$M_p17 =$

Item 18 $M_p18 =$

$M_p18 =$

$M_p18 =$

Item 19 $M_p19 =$

$M_p19 =$

$M_p19 =$

Item 20 $M_p20 =$

$M_p20 =$

$M_p20 =$

Item 21 $M_p21 =$

$M_p21 =$

$M_p21 =$

Item 22 $M_p22 =$

$M_p22=$

$M_p22 =$

Item 23 $M_p23 =$

$M_p23 =$

$M_p23 =$

Item 24 $M_p24 =$

$M_p24 =$

$M_p24 = 13.43$

Item 25 $M_p25 =$

$M_p25 =$

$M_p25 =$

4. Calculation of the Formulation

Item 1=

$r_{pbi} =$

$r =$

$r = 0.009 \times 1.870 = 0.017$

Item 2 $r_{pb}i =$

$r =$

$r = 0.197 \times 1.414 = 0.401$

Item 3 $r_{pbi} =$

$r =$

$r = -0.2 \times 0.5 = 0.390$

Item 4 $r_{pbi} =$

$r =$

$r = 0.131 \times 1.224 = 0.400$

Item 5 $r_{pbi} =$

$r =$

$r = 0.063 \times 1.414 = 0.089$

Item 6 r_{pbi} =

r =

r = 0.704 x 1.414 = 0.995

Item 7 r_{pbi} =

r =

r = 0.329 x 1.414 = 0.465

Item 8 r_{pbi} =

r =

r = -0.084 x 1.870 =- 0.157

Item 9 r_{pbi} =

r =

r = 0.072 x 0.5 = 0.036

Item 10 r_{pbi} =

r =

r = 0.065 x 1.870 = 0.390

Item 11 r_{pbi} =

r =

r = 0.345 x 1.870 = 0.645

Item 12 $r_{pb}i$ =

r =

r = 0.381 x 1.870 = 0.712

Item 13 r_{pbi} =

r =

r = 0.313 x 1.224 = 0.383

Item 14 r_{pbi} =

r =

r = 0.129 x 1.870 = 0.412

Item 15 r_{pbi} =

r =

r = 0.143 x 1.414= 0.398

Item 16 r_{pbi} =

r =

r = 0.420 x 1.118 = 0.469

Item 17 r_{pbi} =

r =

r = 0.390 x 1.118 = 0.437

Item 18 $r_{pb}i$ =

r =

r = 0.459 x 0.534 = 0.397

Item 19 r_{pbi} =

r =

r = 0.129 x 1.527 = 0.385

Item 20 r_{pbi} =

r =

r = 0.381x 1.527 = 0.583

Item 21 r_{pbi} =

r =

r = 0.534x 0.529 = 0.385

Item 22 r_{pbi} =

r =

r = 0.386 x 1.414 = 0.546

Item 23 r_{pbi} =

r =

 r = 0.300 x 0.500 = 0.411

Item 24 $r_{pbi} =$

r =

 r = -0.304x 1.414 = -0.430

Item 25 $r_{pbi} =$

r =

r = 0.345 x 1.414 = 0.488

Appendix 18

Calculation of rpbi = in post-test

B. Calculation of Post-Test

1. Means Score from Score Total (M_t)

$M_t =$

$M_t = = 18.08$

2. Standard Deviation (SD_t)

$SD_t =$

$SD_t =$

$SD_t =$

$SD_t = = = 5.2$

3. Means Score (M_p)

Item 1 $M_p1 =$

$M_p1 =$

$M_p1 = = 19.25$

Item 2 $M_p2 =$

$M_p2 =$

$M_p2 = = 19.50$

Item 3 $M_p3 =$

$M_p3 =$

$M_p3 = = 19.19$

Item 4 $M_p4 =$

$M_p4 =$

$M_p4 = = 17.85$

Item 5 $M_p5 =$

$M_p5 =$

$M_p5 =$

Item 6 $M_p6 =$

$M_p6 =$

$M_p6 = = 19.09$

Item 7 $M_p7 =$

$M_p7 =$

$M_p7 = = 14.90$

Item 8 $M_{p8} =$

$M_{p8} =$

$M_{p8} = = 19.63$

Item 9 $M_{p9} =$

$M_{p9} =$

$M_{p9} =$

Item 10 $M_{p10} =$

$M_{p10} =$

$M_{p10} = = 20.05$

Item 11 $M_{p11} =$

$M_{p11} =$

$M_{p11} = = 20.13$

Item 12 $M_{p12} =$

$M_{p12} =$

$M_{p12} = = 20.19$

Item 13 $M_{p13} =$

$M_{p13} =$

$M_{p13} = = 17.10$

Item 14 $M_{p14} =$

$M_{p14} =$

$M_{p14} = = 19.10$

Item 15 $M_{p15} =$

$M_{p15} =$

$M_{p15} = = 19.84$

Item 16 $M_{p16} =$

$M_{p16} =$

$M_{p16} =$

Item 17 $M_{p17} =$

$M_{p17} =$

$M_{p17} =$

Item 18 $M_{p18} =$

$M_{p18} =$

$M_{p18} =$

Item 19 $M_{p19} =$

$M_{p19} =$

$M_{p19} =$

Item 20 $M_{p20} =$

$M_{p20} =$

$M_{p20} =$

Item 21 $M_{p21} =$

$M_{p21} =$

$M_{p21} =$

Item 22 $M_{p22} =$

$M_{p22} =$

$M_{p22} =$

Item 23 $M_{p23}=$

$M_{p23}=$

$M_{p23}=$

Item 24 $M_{p24}=$

$M_{p24}=$

$M_{p24}==18.66$

Item 25 $M_{p25}=$

$M_{p25}=$

$M_{p25}=$

4. Calculation of the Formulation

Item 1=

$r_{pbi}=$

$r=$

$r=0.225 \text{ x } 2 = 0.450$

Item 2 $r_{pbi}=$

$r_{pbi}=$

$r=0.273 \text{ x } 0.894 = 0.244$

Item 3 $r_{pbi}=$

$r_{pbi}=$

$r=0.213 \text{ x } 2 = 0.426$

Item 4 $r_{pbi}=$

$r_{pbi}=$

$r=-0.044 \text{ x } 1.118 = -0.049$

Item 5 $r_{pbi}=$

$r_{pbi}=$

$r=0.417 \text{ x } 2 = 0.834$

Item 6 $r_{pbi} =$

$r_{pbi} =$

$\quad\quad\quad r = 0.194 \times 3 = 0.582$

Item 7 $r_{pbi} =$

$r_{pbi} =$

$\quad\quad\quad r = -0.029 \times 1.118 = -0.032$

Item 8 $r_{pbi} =$

$r_{pbi} =$

$\quad\quad\quad r = 0.298 \times 3 = 0.894$

Item 9 $r_{pbi} = =$

$r_{pbi} =$

$r = 0.330 \times 2 = 0.660$

Item 10 $r_{pb}i =$

$r_{pbi} =$

$r = 0.378 \times 1.870 = 0.706$

Item 11 $r_{pbi} =$

$\quad\quad\quad r_{pbi} =$

$r = 0.394 \times 3 = 1.182$

Item 12 $r_{pbi} =$

$r_{pbi} =$

$r = 0.405 \times 2.828 = 1.145$

Item 13 $r_{pbi} =$

$\quad\quad\quad r_{pbi} =$

$r = -0.188 \times 0.812 = -0.148$

Item 14 $r_{pbi} =$

$r_{pbi} =$

r = 0.196 x 2 = 0.392

Item 15 r_{pbi} =

r_{pbi} =

r = 0.338 x 1.870 = 0.632

 Item 16 r_{pbi} =

r_{pbi} =

r = 0.465 x 2 = 0.930

 Item 17 $r_{pb}i$ =

r_{pbi} =

        r = 0.230 x 2.828 = 0.650

 Item 18 r_{pbi} =

 r_{pbi} =

        r = 0.398 x 2 = 0.796

Item 19 r_{pbi} =

        r_{pbi} =

 r = 0.240 x 0.707 = 0.169

 Item 20 r_{pbi} =

r_{pbi} =

        r = 0.561 x 0.707 = 0.396

 Item 21 r_{pbi} =

        r_{pbi} =

 r = 0.369 x 2.828 = 0.043

 Item 22 r_{pbi} =

        r_{pbi} =

 r = 0.303 x 2.828 = 0.856

 Item 23 r_{pbi} =

$$r_{pbi} =$$

$$r = 0.465 \text{ x } 2 = 0.930$$

Item 24 $r_{pbi} =$

$$r_{pbi} =$$

$$r = 0.111 \text{ x } 2.828 = 0.425$$

Item 25 $r_{pbi} =$

$$r_{pbi} =$$

$$r = 0.267$$

Appendix 19

Reliability Pre Test

To get reliability of the test, the researcher uses formula KR-20:

$R_{11} =$

N= 25

$\sum Xt = 362$

$\sum Xt^2 = 5726$

$\sum pq = 5.268$

$St^2 = \sum Xt^2 - {}^2$

$= 5726 - {}^2 = 5726 - = 5726 - 5241 = 485$

$S_t^2 =$

$= S_t^2 = 19.40$

R11 =

$R11 = =$

$= (1.04)(0.72)$

$= .0.75 \ (r11 > 0.70 = reliable)$

Test is reliable if $r_{count} > r_{tabel}$. Based on calculation above, the test have very high reliable.

Appendix 20

Reliability Post Test

To get reliability of the test, the researcher uses formula KR-20:

$R_{11} =$

N= 25

$\sum Xt = 452$

$\sum Xt^2 = 8848$

$\sum pq = 3.560$

$S_t{}^2 = \sum Xt2 - 2$

$= 8848 - 2 = 8848 - = 8848 - 8172 = 676$

St 2 = =

St 2 = 27.04

R11 =

R11 = =

$= (1.04)\,(0.\ 86) = 0.89\ (r11 > 0.70 = reliable)$

Test is reliable if $r_{count} > r_{table}$

DOKUMENTATIO

2022.10.03 09:29